



德望學校

Good Hope School

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School Mission

Good Hope School puts special emphasis on the Christian values of Love, Hope, Joy, and Thanksgiving. Through a whole school approach we aim to unleash the potential and foster a sense of uniqueness of each student. We are committed to providing all Good Hopers with equal opportunities to develop their spiritual, moral, intellectual, physical, social, emotional and aesthetic dimensions. We accept the call to facilitate the formation of graceful, reflective young women who have a global perspective and are mindful of their responsibilities of citizenship and their capability of making a difference.

School Information

Supervisor / Chairman of School Management Committee	Sister Pauline Yuen		
Principal (with Qualifications / Experiences)	Dr. Gary James Harfitt (PhD, MEd, BA, PCEd)		
School Type	DSS	Student Gende	Girls
School Motto	Tu Es Spes Mea : You are My Hope		
Name of Sponsoring Body	Missionary Sisters of the Immaculate Conception		
Area Occupied by the School	About 13676 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment		-
Total Number of Teachers in the School		113
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		93%
Bachelor Degree		100%
Master / Doctorate Degree or above		51%
Special Education Training		19%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
30%	19%	51%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language (Putonghua as the medium of instruction), Chinese History (Cantonese as the medium of instruction)
	English as the Medium of Instruction	Business and Technology (S.3), Citizenship, Economics and Society (S.1-S.2), English, Ethics and Religious Education, Geography, History, IGCSE (English, Mathematics & Science), Information and Communication Technology, Integrated Science, Life and Society (S.3), Literature in English (S.3), Mathematics, Music, Physical Education, STEAM (S.1-S.2), Technology and Living, Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	School-based curriculum (English as the medium of instruction): Business and Technology (S.3), English, Ethics and Religious Education, Mathematics Enrichment Programme (S.1-S.3), Science Enrichment Programme (S.1-S.2), STEAM (S.1-S.2) School-based curriculum (Chinese as the medium of instruction): Chinese Language (for NCS students), Chinese History (for NCS students) Others: Foreign Languages (French, Japanese, Korean, Spanish) (S.1-S.2)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Chinese History (Cantonese as the medium of instruction for all these subjects)
	English as the medium of instruction	Biology, Business, Accounting and Financial Studies, Chemistry, Citizenship and Social Development, Economics, English Language, Ethics and Religious Education, Ethics and Religious Studies, Geography, History, Information and Communication Technology, Literature in English, Mathematics Extended Part (Module 1 and Module 2), Mathematics, Music, Physical Education, Physics, Visual Arts
	Adopt a different medium of instruction by class or by group / school-based curriculum	School-based curriculum (English as the medium of instruction): Ethics and Religious Education School-based curriculum (Chinese as the medium of instruction): Chinese Language (for NCS students)

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language (Putonghua as the medium of instruction), Chinese History (Cantonese as the medium of instruction)
	English as the Medium of Instruction	Business and Technology (S.3), Citizenship, Economics and Society (S.1-S.3), English, Ethics and Religious Education, Geography, History, IGCSE (English, Mathematics & Science), Information and Communication Technology, Integrated Science, Literature in English (S.3), Mathematics, Music, Physical Education, STEAM (S.1-S.2), Technology and Living, Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	School-based curriculum (English as the medium of instruction): Business and Technology (S.3), English, Ethics and Religious Education, Mathematics Enrichment Programme (S.1-S.3), Science Enrichment Programme (S.1-S.2), STEAM (S.1-S.2) School-based curriculum (Chinese as the medium of instruction): Chinese Language (for NCS students), Chinese History (for NCS students) Others: Foreign Languages (French, Japanese, Korean, Spanish) (S.1-S.2)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Chinese History (Cantonese as the medium of instruction for all these subjects)
	English as the Medium of Instruction	Biology, Business, Accounting and Financial Studies, Chemistry, Citizenship and Social Development, Economics, English Language, Ethics and Religious Education, Ethics and Religious Studies, Geography, History, IGCSE (Science), Information and Communication Technology, Literature in English, Mathematics Extended Part (Module 1 and Module 2), Mathematics, Music, Physical Education, Physics, Visual Arts
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	School-based curriculum (English as the medium of instruction): Ethics and Religious Education School-based curriculum (Chinese as the medium of instruction): Chinese Language (for NCS students)

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	6	6	6	6	6	6
School Fee	\$36,750	\$36,750	\$36,750	\$47,250	\$47,250	\$47,250
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	\$120					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will not accept discretionary places. Our school will not participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2025).
Orientation Activities and Healthy Life
A Parents' Meeting is held for all S.1 students before the new academic year begins. The school emphasizes physical fitness to enhance the good health and mental well-being of our students. Apart from the annual Sports Days, the school holds other events such as the Swimming Gala, inter-house tournaments and the round-the-campus run. In addition, no preservatives or artificial colouring are added to our lunchboxes.

School Characteristics
School Management
School's Major Concerns: Priority I: Getting well-equipped as 21st century learners; Priority II: Moving from strength to strength in promoting well-being and increasing learning opportunities for all members of the Good Hope Community.
School Management Organisation: The School Management Committee represents the highest authority in strategizing for the development of the school and supervising its operations, while daily administration is managed by the School Leadership Team (SLT), which meets once a week. The SLT members, including the Principal, Vice Principals, Associate Head of Academic Affairs Committee and Associate Head of Student Affairs Committee, are responsible for the daily operation of the school and implement the school policies and the major concerns.
Incorporated Management Committee / School Management Committee / Management Committee: Good Hope School Management Committee Limited
School Green Policy: The school encourages students and all staff members to respect the environment and save natural resources for the well-being of our future generations. Recycling bins for used paper and other materials such as plastic and metals are located in each classroom and on campus. Lights and air-conditioners are switched off when they are not in use. Other energy and resources-saving measures are also put in place.
Learning and Teaching Plan
Whole-school Language Policy: English is the medium of instruction of the school. All lessons and school activities, with the exception of those that are related to the Chinese Key Learning Area and Chinese History, are conducted in English. Putonghua is used for Chinese Language (Key Stage 3) and all Chinese-related activities, while Cantonese is used for Chinese Language (Key Stage 4), Chinese Literature (Key Stage 4) and Chinese History (Key Stages 3-4). Small class teaching has been adopted in some core and non-core subjects at all levels to foster an interactive learning environment which is conducive to the building of a strong language and knowledge foundation. To immerse students in a language-rich environment, students are encouraged to speak either in English or Putonghua on campus. Language activities such as debating, drama, musicals, extensive reading and public speaking are organized to strengthen students’ language proficiency and to nurture them to be biliterate and trilingual.
Learning and Teaching Strategies: Student-centred learning and teaching strategies are employed in our classrooms to enable our students to take ownership over their learning. Students are given ample opportunities to develop and practise skills which are essential as 21st century self-directed learners. Special emphasis is also placed on differentiated instruction in order to address learner diversity.
School-based Curriculum: 1. Electives: 3X. More than 200 subject combinations are available for students to choose from. 2. Curriculum highlights: Chinese Language (For NCS Students), Chinese History (For NCS Students), S.1-S.2 STEAM, S.1-S.2 Foreign Languages, S.3 skill-based curricula of non-core subjects and S.1-S.6 Reading Programme.
Major Renewed Emphases in the School Curriculum: Moral and Civic Education: Towards Value Education - Good Hopers acquire the twelve priority values as stated in the latest values education curriculum framework through both the formal and informal curricula. Reading to Learn: Towards Reading across the Curriculum - A school-based reading programme has been designed to foster in students a love of reading and enable students to learn effectively through reading. Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines - Students engage in authentic projects in which they need to apply knowledge and skills acquired in different subjects. Information Technology for Interactive Learning: Towards Self-directed Learning - BYOD policy has been introduced with Apple TV installed in all classrooms to promote self-directed learning.
Life Planning Education: The HOPERS Scheme, a comprehensive career guidance programme, and a values education curriculum have been designed for both junior and senior forms. Students learn about their strengths, interpersonal relationships, communication skills and potential through a holistic approach that helps them to better prepare themselves. They will be better-equipped to make informed and responsible choices as well as seeking the best opportunities ahead.
Student Support
Whole School Approach to Catering for Learner Diversity: Enrichment and enhancement programmes of various modes are provided. Language intervention is available to help raise students’ language ability. Differentiated instruction and streaming are other measures adopted to cater for learners’ diverse needs. Special programmes are run to support athletes and band members.
Whole School Approach to Integrated Education: Good Hope School adopts a whole-school approach in supporting students with Special Educational Needs (SEN). With the support of the Learning Support Grant, our school is dedicated to assisting SEN students to unleash their potential in learning and adapt to the school environment. The Individual Needs Team consists of a School Counsellor and 6 teachers from different Key Learning Areas. The team is also supported by Educational Psychology Service provided by professional organisations. Based on the recommendations provided by the professionals, our school offers examination accommodations for assessments. Maintaining constant communication with parents has always been our top priority. Through online platforms, face-to-face parent's meetings and telecommunication, we work closely with parents in assisting SEN students.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning resources with Pinyin, etc. The school also appoints additional teachers to support NCS students' learning of Chinese.
Measures to Provide Adaptation for Learning and Assessment: Differentiated instruction is practised in many of the classrooms. Special examination/ assessment accommodations and differentiated assessments are available to address the different needs of students.
Fee Remission: Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Newly admitted students could apply for the school fee remission before 5 month(s) of commencement of the new school year. Application results will be announced within 4 week(s) after submission of applications. The new S.1 students can submit their applications before S.1 Registration Day. - Please visit the web-link in our school’ s website for details of school fee remission scheme, including the family income limits.

Home-School Co-operation and School Ethos
Home-School Co-operation: There is close collaboration between the school and parents. Each year, three-way conferences are held among teachers, parents and students. Through its website, the PTA issues newsletters and organizes talks and workshops for parents. Many parents also serve as volunteers in various activities organized by the school.
School Ethos: The integral formation of the whole person is the primary aim of the school. Equal importance is given to the laying of a sound moral foundation, the acquisition and maintenance of proper values, intellectual formation and the development of a sense of responsibility, social and environmental awareness. Each student is expected to take an active part in different activities and to benefit from the Christian education provided, so as to learn to be joyful, caring, forgiving and grateful persons.
Future Development
School Development Plan: Good Hope School's development plan is centered on student achievements and well-being within the GHS community. The school focuses on all the components of school life that are necessary to create an enriched positive school experience for our students. A whole-student approach is taken together with a look into the future and the mandate to provide an education that encourages creativity, a global perspective, respect and openness to all future possibilities. By taking the stance that we are nurturing women leaders of tomorrow, Good Hope School is forward looking while providing a solid educational foundation rooted in core Catholic values.
Teacher Professional Training and Development: Ultimately the goal of professional development is to improve student achievements and well-being within the GHS community. At Good Hope School, professional development is one of the strategies we use to strengthen teaching practice while focusing on student needs. Professional development establishes positive collaborative learning environments which translate into exciting and engaging experiences for our students.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
There are over 60 clubs under six main categories: Music, Academic, Religion, Uniform Groups, Interests and Sports. Students are encouraged to participate in different competitions, seminars and training programmes. Visits to local museums, field trips, overseas exchange programmes and theme-based excursions are arranged for students every year.
School Facilities
Number of Classroom(s): 39
School Facilities: All classrooms are air-conditioned and equipped with computers, projectors and Internet connections. Special rooms include multi-purpose school halls, covered playground, open playground, swimming pool, Innovation Room (Makerspace), Science laboratories, Library, Reading Room, Multi-media Learning Centres, Music Rooms, Visual Arts Rooms, Technology & Living Rooms, Drama Studio, Religious Education Room, Students' Common Room, Careers Room, Social Worker Rooms, Canteen and Campus TV Room.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet and tactile guide path plan.
Others
Direct Public Transportation to School
Bus: 91M, 91, 92; MTR: Choi Hung Station and take Minibus No. 11 or 1A.