

**Quality Education Fund
Application with Grant Sought Exceeding \$200,000
Project Summary**

Project Title	Project Number
Positive Education Using a Whole-school Approach	2016/0988 (Revised)

Name of School
Good Hope School

Beneficiaries
Sector: Secondary
Students: 1,300 (S1-S6)
Teachers: 100

Project period
From February 2018 to September 2019 (20 months in total)

Goals and Objectives
Owing to our dedication to improving students' and staff wellbeing, Good Hope School hopes to help our students build positive emotions, enhance personal resilience, further strengthen their relationships and mindfulness as well as lead a healthy lifestyle through the Positive Education programme using a whole-school approach.

Implementation Plan (duration, process/schedule, collaboration with other partners)
The positive education programme includes both formal and informal curriculums. In the following two years, the Vice Principal (Head of Student Affairs) and 7 teachers from different panels and committees will host in-house training workshops for the teaching staff. They will also invite experienced social workers or experts in positive education to talk to S1-S5 parents during parents' meetings. The positive education programme will cover the junior forms.

Expected project outcomes (types of deliverables, dissemination of deliverables, commercialization potential of deliverables)
A report will be published each year to summarise the findings of our project. Significant data will be highlighted so as to help improve the project in the coming year. The Core Team will continue to host training sessions for our teachers. Besides, we will also share our work and experiences with both local and overseas institutions through conferences or workshops.

Budget (by category)

Staff costs: \$180,000	Services: \$76,320	General expenses: \$34,280	Total grant sought: \$290,600
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Evaluation (performance indicators and outcome measurements)
Participating teachers and students will be invited to complete an online questionnaire concerning respective activities. The former will also join an evaluation meeting hosted by the tertiary institution after the 8-sessions.

Both teachers and students will be invited to complete questionnaires for their feedback after completing the activities. The attendance records of teachers' training workshops will also be used as one of the performance indicators.

The project will be considered to be successful if at least 80% of students and teachers agree that the activities have met the objectives while 90% of teachers have attended the teachers' training workshop.

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Goals and Objectives (*consistent with the needs of the school and compatible with the educational priorities of the school system*)

Owing to our dedication to improving students' and staff wellbeing, Good Hope School wants to help our students build positive emotions, enhance personal resilience and further strengthen their relationships through the Positive Education programme using a whole-school approach.

In the next two years, we aim to help students learn about the 24 character strengths so as to lead a happier life. It is also hoped that, through the delivery of formal and informal curriculums, they will be able to maintain good health and accomplish both short-term and long-term goals.

Short term

Students will be more motivated to learn and study. Even if they fail their tests or exams, they will learn from their mistakes and continue to work hard. Students will also find it easier to collaborate with their schoolmates when organizing school events or doing group projects.

Long term

After completing the project, students will be able to enhance their resilience and face all challenges with a growth mindset. They should be able to build positive relationships with their family members, peers and schoolmates.

All participating students will be able to

- understand their strengths and make good use of them in daily life, e.g. being a **fair** leader, showing **kindness** to the needy, and being **brave** and **curious** to try new experiences.
- **bolster resilience** to overcome challenges
- **foster a supportive relationship** and **build a closer bond with family members, schoolmates and friends**
- cultivate a sense of purpose in life by contributing to the welfare of others

Needs Assessment and Applicant's Capability

A brief introduction of the school – mission and vision

Good Hope School puts special emphasis on the Catholic values of Love, Hope, Joy and Thanksgiving. We are committed to providing all Good Hoppers with equal opportunities to develop their spiritual, moral, intellectual,

physical, social, emotional and aesthetic dimensions. The School aims to offer a stimulating and caring educational environment for students so as to nurture them to be women leaders of tomorrow. Each student is expected to take an active role in and to benefit from the Catholic education given, whereby Good Hoppers learn to be joyful, caring, forgiving and grateful persons.

The school's present situation, the learning characteristics of students and achievements against the project goals

Good Hope School has an excellent reputation for focusing on its students' achievements and their emotional and social well-being. The student-teacher ratio is very low with a well-qualified teaching staff of over 100 members. The MIC Sisters, the School's sponsoring body, and the SMC are extremely supportive of the students, parents and staff of Good Hope School.

A more strategic and development-based approach has been adopted in formulating the School Development Plan 2017-2022, striking a balance between students' academic achievements and their whole-person development based on Catholic values. A holistic and collaborative approach is implemented to give support to different target groups of students.

The School has brought in a range of measures to strengthen students' achievements and support their individual needs. Under the Student Support Committee, for example, specialised teams give support to students' behaviour, emotions, studies, finance and personal development. Both students and parents still find the workload very heavy, however, including academic work, co-curricular activities, special duties and tutorials.

According to the APASO results (2015-2016 and 2016-2017), the negative affect and test anxiety percentage rates of our students were slightly higher than those of other schools in Hong Kong, while the emotional stability rate was the reverse. The perseverance percentage rate of our students was also slightly higher than that of other local schools.

How the project will become part of the school's strategic development, i.e. how the project meets the needs and priorities of the school and students

Impressed by Geelong Grammar School (Australia)'s dedication to improving students' and staff wellbeing, the school wants to help our students build positive emotions, enhance personal resilience and further strengthen their relationships.

One of the priorities of the School's 5-year strategic plan is to strengthen the sense of well-being within the GHS community. In the next few years we would therefore like to enhance the positive character formation of students, upholding the principles of Catholic education through the Positive Education Programme, which includes both formal and informal curriculums. The Positive Education Programme encourages and supports all students and staff to flourish. Its Core Team consists of the Vice Principal (Head of Student Affairs) and 7 teachers from a range of teams and panels.

The Core Team attended a 3-day training workshop by Geelong Grammar School (Australia) from 29 April to 1 May 2016.

At the end of August 2016, the Core Group realized the need to train frontliners to develop a better understanding of Positive Education before we started delivering the programme to the students. Between August 2016 and February 2017, four in-house training sessions were conducted for our teachers: three by the Core Group and one by a social worker from a tertiary institution. The feedback from teachers was very positive. An evaluation meeting was held on 5 May 2017. The majority found the training sessions useful, informative, meaningful and relaxing. We found that teachers were more confident if they could first experience what students were going to experience. Talks for S1-S5 parents have also been arranged from November 2016 to March 2017.

Collaborating with a tertiary institution, a pilot scheme for the Positive Education programme was launched from February to May 2017. Eight lessons were conducted during our junior form Pastoral Care lessons. Ten S1-S2 classes were selected to take part.

During the lessons, students had a chance to learn about how to enhance their positive emotions and relationships through a variety of tasks, such as role plays, group presentations, writing journals and designing posters. In an online survey, 94% of respondents agreed that they learnt more about positive emotions and relations while 88% wanted to have more Positive Education lessons in the future. 100% of respondents stated that they enjoyed teaching the Positive Education curriculum.

By applying for the Quality Education Fund (QEF), it is hoped that many more students will be able to benefit from both the formal and informal curriculums in the next two years.

Analyse whether the applicant is ready to possess the ability/conditions/facilities for project implementation and desirable experience in implementing projects or activities of a similar nature.

Being Vice Principal as well as the Leader of the Core Group, the applicant for the QEF has the competence to take up the responsibility for the implementation of the project.

Throughout 2016-2017, she led her group to host three in-house training sessions by designing the framework of each workshop and chairing meetings with the members on how to host them. The Applicant has also liaised with other Teams to arrange various events and activities to launch Positive Education in school. In the coming two years, the Applicant will continue to work with different Teams to enhance these events and activities.

The Applicant has also taken the initiative to collaborate with a tertiary institution to do a pilot scheme project on the Positive Education programme with 10 S1-S2 small classes (about 20 students each). The feedback was very positive.

In May 2017, the applicant and her Team delivered a presentation on Positive Education at Good Hope School to share their experience in implementing the programme with 18 schools at La Salle College. The feedback was very encouraging.

Innovation

New ideas or enhancement of existing practices to be introduced and new strategies or methodologies to be adopted (Month of Happiness, Character Day)

Activities of this project are innovative in their design and they do not duplicate with any other ongoing projects undertaken by the school, whether they are run using the Quality Education Fund (QEF).

The project aims to be fully launched in school within 3 years to ensure all teachers, parents and students have sufficient understanding of Positive Education.

Most of the school practices and events, including class journals, merit slips, community service and religious activities (since we are a Catholic school), are held every year, aiming to nurture the character strengths of our students, such as love, hope and kindness. As the school believes that the 24 character strengths and other Positive Education concepts should be practised, we will gradually launch Positive Education mainly through formal and informal curriculums, i.e. through various lessons, activities and events within and outside school.

In 2016, the school extended the International Day of Happiness to a monthly event to highlight the Lenten activities and remind our students that giving up an extravagant lifestyle for the needs of others can give us joy. For example, students were encouraged to donate some of their pocket money to charity instead of spending it on a pair

of brand name shoes. In March 2017, the Core Team invited a few panels and committees to contribute to the Month of Happiness. Activities included the Joyful Fruit Day (the Green Club and the Central Board), lunch performances (which students took the initiative to join) and the Lenten Challenge, among others. Apart from helping students to cultivate positive relationships and emotions, we would also like to promote good health and positive accomplishment.

To gain the support of the whole school, the school focused mainly on teachers' training workshops and parents' talks, alongside a range of whole-school activities and a small-scale pilot scheme of an 8-lesson curriculum in ten S1-S2 classes in 2016-2017. Teaching staff and parents were introduced what positive education is. Activities were also designed to help students boost their resilience and enhance their relationships. Class Teachers (CTs) and Foster Parents (*FPs – same as Assistant Class Teachers) were trained to teach the curriculum. There were class observations for each class every time, followed by a debriefing session. The CTs and FPs responsible had a chance to get feedback and improve.

Acting like a think-tank and co-ordinator, the Core Team joined the Values Education Team (VET) in September 2017. Its main duties are to give directions, work out plans and bring different panels, teams and other stakeholders together as a whole.

With the positive feedback we received, the School will gradually involve more teams and panels to get involved in positive education in the next two years. For example, the Religious Education (RE) Panel will make use of Bible stories to demonstrate the character strengths while the English Panel will increase the vocabulary of the junior form students so that they know how to describe their emotions appropriately during the positive education lessons. Every year, the class bulletin board decorations are related to the school theme focusing on human virtues. In 2017-2018, our school theme is 'Giving Hope Through Kindness'. Being the co-ordinator, the VET has liaised with the RE Panel, Visual Arts Panel and Class Teachers to supervise students on the designs, highlighting the message of how kind acts can bring hope to the world through Bible stories. In the coming years, the VET will continue to invite various panels and teams to advise students on the board decorations.

In 2016-2017, teachers' training workshops by the Core Team (now known as the VET) and parents' workshops focused on how to help students build positive emotions, boost their resilience and strengthen their interpersonal relationships. These sessions will continue in the next 1.5 years (Feb 2018 – Aug 2019). After one of the workshops in 2018, CTs and FPs will be expected to advise students on how to make use of their character strengths to set feasible goals. They will then evaluate with the students after each term.

In Feb 2018, twelve S1 and twelve S2 small classes (about 21 students in each class) will attend the positive education lessons. By 2018-2019, the Positive Education curriculum will be implemented across all junior forms, i.e. S1-S3. To maximise the number of beneficiaries, all the classes of entire levels will attend the positive education lessons in the same school year.

Conceptual Framework

Provide theoretical framework, rationale or professional principles backed up by literature review/elaboration

Professor Martin Seligman of the University of Pennsylvania, founder of the Positive Psychology Movement, has focused on the importance of human wellness and people's strengths in making them flourish. His belief is that people want to lead rewarding lives and improve their experiences in all aspects. Following his concepts, Geelong Grammar School stresses good health, positive emotions, reassuring relationships, focused engagement, meaningful purpose and accomplishments so that one can flourish in life.

Unfortunately, youth problems in Hong Kong have become more serious in the last decade. Unmotivated, unaccomplished and disheartened, teenagers and young adults are reluctant to go to school or work. Many of them just stay at home all day without any goals. As time goes by, these 'recluses' are living in their own world. Some in the older generation believe that youngsters are too fragile today because of the keen competition at school and in

the workplace. Youths, especially teenagers, do not know how to face challenges and cope with stress. They prefer to 'hide' themselves in their comfort zone.

In our school, we also find similar problems. According to our school social workers, there has been an increase of cases relating to high non-attendance, study stress, depression and psychotic disorder. Martin Seligman believes that skills could be taught through positive education to enhance resilience, positive emotion, engagement and meaning of life.

In this 3-year project, we hope to follow the Geelong model and enhance the wellbeing of our students in school. This is also one of the priorities of the School's strategic plan. The Vice Principal (Head of Student Affairs Committee) and 7 teachers from different panels and committees formed a Core Group and attended a 3-day training workshop by Geelong Grammar School (Australia) from 30 April to 1 May 2016. The Core Group then hosted 3 in-house training workshops for the teaching staff at Good Hope between August 2016 and January 2017. They also invited a social worker and an expert in Positive Education to talk to S1-S5 parents during parents' meetings from November 2016 to March 2017. During the 2nd term, Good Hope School collaborated with a tertiary institution and conducted an 8-session Positive Education pilot programme for ten S1-S2 classes.

In the next two academic years (2017-2018 and 2018-2019), the VET will continue to hold workshops for teachers in school. They will adapt materials from the Geelong Workshop and other resources for their presentations to ensure they are appropriate for the teachers. They will also continue to collaborate with a tertiary institution to design and conduct positive education programmes for our S2 and S3 students while revising the S1 curriculum to cater for students' diverse needs. With the experience that the school has had in 2016-2017, the VET is confident in helping students and teachers enhance their sense of wellbeing through this project.

In 2016-2017, we focused mainly on positive emotions and relationships through a formal curriculum launched during Pastoral Care lessons. In the coming two years, we would like to apply for the QEF to continue to work on the other 4 domains, namely character strengths and positive engagement (2017-2018), as well as positive health and accomplishment (2018-2019).

Implementation Plan with Timeline

- **Schedule** and **details** of the activities to be organized
- State their relevance to the attainment of the project **objectives**
- Key stages of implementation and the **expected outcome** of each key stage
- Details of **collaboration** with other parties

Project period

From February 2018 to September 2019 (20 months in total)

Month/Year	Events	Objectives	Collaboration	Expected Outcome
Feb – Jun 2018	S1-S2 Positive Education Programme	Students will be able to : <ul style="list-style-type: none"> • learn about character strengths • improve their mental wellbeing • understand 'flow' – how to be engaged • get more engaged when doing community service • reflect upon the 	<ul style="list-style-type: none"> • The service provider (mainly a tertiary institution) will <ul style="list-style-type: none"> ➔ provide training and debriefing sessions to all S.1 and S.2 CTs and FPs who will take part in the programme ➔ revise the S1 curriculum which 	Students will be able to <ul style="list-style-type: none"> • make good use of their character strengths in their daily lives • build positive emotions • boost their resilience • strengthen their relationships

		scenarios discussed in the lessons through teachers' debriefing and therefore internalise the positive emotions, personal resilience and positive relationships	<p>will be taught by S1-CTs and FPs during the Pastoral Care lessons.</p> <p>→ design an 8-lesson curriculum which will be taught by S2 CTs during the Pastoral Care lessons.</p> <p>→ conduct an on-line evaluation for participating students and teachers by Good Hope School</p>	
Feb – May 2018	S1-S2 CTs and FPs training, lesson observation, debriefing and evaluation	<p>CTs and FPs will be able to</p> <ul style="list-style-type: none"> • make use of the activity-based curriculum to conduct 8 positive education lessons • reflect on their skills and make necessary adjustments 	<p>The service provider (mainly a tertiary institution) will organise</p> <ul style="list-style-type: none"> • training sessions for S1 and S2 CTs and FPs • lesson observation sessions and debriefing sessions • an evaluation meeting for participating CTs and FPs 	<p>CTs and FPs will be able to</p> <ul style="list-style-type: none"> • feel confident in teaching positive education programme • continue to teach the curriculum in the following years
March 2018	Month of Happiness	<p>Students will</p> <ul style="list-style-type: none"> • practise some character strengths such as joy, gratitude and teamwork, just to name a few 	<ul style="list-style-type: none"> • The Values Education Team will collaborate with various teams and panels in school to arrange different activities during the Lenten period which also falls in the Month of Happiness. 	<p>Students will be able to</p> <ul style="list-style-type: none"> • apply some character strengths into their daily lives.
Feb – Jun 2019	S3 Positive Education Programme	<p>Students will be able to :</p> <ul style="list-style-type: none"> • learn about health and accomplishments • improve their physical and mental wellbeing • find satisfaction through community service 	<ul style="list-style-type: none"> • The service provider (mainly a tertiary institution) will → provide training and debriefing sessions to all S.1, S.2 and S.3 CTs and FPs who will take part in the programme → design an 8-lesson 	<p>Students will be able to</p> <ul style="list-style-type: none"> • good learning habits • build positive emotions • boost their resilience • strengthen their relationships

			<p>curriculum which will be taught by S3 CTs during the Pastoral Care lessons.</p> <p>→ conduct an on-line evaluation for participating students and teachers by Good Hope School</p>	
Sept 2018 – Feb 2019	In-house Teachers' Workshop	<p>Teachers will understand</p> <ul style="list-style-type: none"> • the importance of good health and accomplishment • how to help students learn with satisfaction • how to strive for rewarding goals for themselves and the students 	<p>The Core Group of the Positive Education Team will deliver workshops to teachers on how to maintain good health and accomplish goals.</p>	<p>Teachers will be able to help students and themselves</p> <ul style="list-style-type: none"> • set feasible and rewarding goals • learn with satisfaction • contribute to themselves and society
Feb – May 2019	S1-S3 CTs and FPs training, lesson observation, debriefing and evaluation	<p>CTs and FPs will be able to</p> <ul style="list-style-type: none"> • make use of the activity-based curriculum to conduct 8 positive education lessons • reflect on their skills and make necessary adjustments 	<p>The service provider (mainly a tertiary institution) will organise</p> <ul style="list-style-type: none"> • training sessions for S1, S2 and S3 CTs and FPs • lesson observation sessions and debriefing sessions • an evaluation meeting for participating CTs and FPs 	<p>CTs and FPs will be able to</p> <ul style="list-style-type: none"> • feel confident in teaching positive education programme • continue to teach the curriculum in the following years
Feb 2018 – Sep 2019	S1-S5 Parents' Talks on positive parenting	<p>Parents will understand</p> <ul style="list-style-type: none"> • the differences between a fixed and growth mindset • how to practise constructive communication skills with their daughters 	<p>Experienced social workers or experts in positive education will be invited to give talks on</p> <ul style="list-style-type: none"> • how parents can nurture a growth mindset and • develop effective communication skills with their daughters 	<p>Parents will be able to</p> <ul style="list-style-type: none"> • accept or encourage their daughters to leave their comfort zone and try innovative ideas • improve their communication with their daughters

<p>March 2019</p>	<p>Month of Happiness</p>	<p>Students will</p> <ul style="list-style-type: none"> • practise some character strengths such as joy, gratitude and teamwork, just to name a few. 	<ul style="list-style-type: none"> • The Values Education Team will collaborate with various teams and panels in school to arrange different activities during the Lenten period, which also falls in the Month of Happiness. 	<p>Students will be able to</p> <ul style="list-style-type: none"> • apply some character strengths into their daily lives.
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Budget**Grant Sought: HK\$290,600**

Category	Expenditure Detail (including the breakdown for the budget items)		Justifications
	Item	Amount (\$)	
Staff	Salary of a Teaching Assistant \$15,000 (including contributions to the Mandatory Provident Fund) × 12 months	180,000	Qualification and experience requirements: 1 year of experience as a Teaching Assistant Employment period: 12 months (from Mar 2018 to Feb 2019) Duties: <ul style="list-style-type: none"> ● Taking and writing minutes ● Writing progress reports ● Preparing teaching and learning materials ● Booking rooms for lessons ● Checking the logistics of the classes
Services	Services for curriculum design	16,000	Qualification and experience requirements: <ul style="list-style-type: none"> ● at least 5 years of experience in planning curriculum / implementing work related to students' mental health / life education / positive psychology / resilience ● Service to be sought from a local tertiary institution Details: <ul style="list-style-type: none"> ● Designing lesson plans ● Preparing PowerPoint slides for in-class instruction
Services	Services for Class Teachers' Training Workshop \$1,040 / hour × 3 hours × 6 sessions = \$18,720	18,720	Qualification and experience requirements: <ul style="list-style-type: none"> ● at least 3 years of experience of training teachers related to students' mental health / life education / positive psychology / resilience ● Service to be sought from a local tertiary institution Details: <ul style="list-style-type: none"> ● go through the lesson plans with the S1-S3 Class Teachers and Foster Parents ● try out the activities with them before the lessons
Services	Services for lesson observation and debriefing sessions \$1,040 / hour × 40	41,600	Qualification and experience requirements: <ul style="list-style-type: none"> ● 3 years of relevant experience of experience of training teachers related to students' mental health / life education / positive psychology / resilience ● Service to be sought from a local tertiary institution

	hours = \$41,600		Details: <ul style="list-style-type: none"> ● sit-in during the lessons ● gives feedback to the Class Teachers and Foster Parents about their lessons ● conduct evaluation meetings
General expenses	Activity materials for the In-house Teachers' Training Workshop	1,000	Examples: <ul style="list-style-type: none"> ● paper ● printing fees ● stationery, etc.
General expenses	Printing fees for teaching and learning materials	2,000	
General expenses	Printing fees for merit slips and special event calendars, stickers for the 'Month of Happiness' event	6,000	
General expenses	Materials for community service – 18 classes	15,000	Examples: <ul style="list-style-type: none"> ● subsidies for small souvenirs or gifts for the target needy group ● materials for games
General expenses	Miscellaneous fees	5,280	
General expenses	Audit fees	5,000	
Total Grant Sought (\$):		<u>290,600</u>	

Note 1:

The hourly rates for budget items under the 'Services' category are set according to the Quality Education Fund *Pricing Standards*.

Note 2:

In order to ensure the openness, fairness and competitiveness of the procurement of services, the school undertakes to conduct quotation / tendering in accordance with the Quality Education Fund *General Guidelines on Staff Administration and Procurement Matters* in selecting service provider(s).

Expected Project Outcomes (types of deliverables, dissemination of deliverables, commercialization potential of deliverables)

Through various means, we hope to help promote Positive Education to more schools so as to help more students to build positive emotions, enhance personal resilience and further strengthen their relationships.

A report will be published each year to summarise the findings of our project. Significant data will be highlighted so as to help improve the project in the coming year. The Core Team will continue to host training sessions for our teachers. Besides, we will also share our work and experiences with both local and overseas institutions through conferences or workshops.

Evaluation (performance indicators and outcome measurements)

Participating teachers and students will be invited to complete an online questionnaire concerning respective activities. The former will also join an evaluation meeting hosted by the tertiary institution after the 8-sessions.

Both teachers and students will be invited to complete questionnaires for their feedback after completing the activities. The attendance records of teachers' training workshops will also be used as one of the performance indicators.

The project will be considered to be successful if at least 80% of students and teachers agree that the activities have met the objectives while 90% of teachers have attended the teachers' training workshop.

Sustainability of Project Outcomes

The strengthening of students' well-being will certainly help to add value to all stakeholders in school as everyone will be more motivated to work. We will focus more on the positive elements and encourage one another with good news, savour the good experiences and improve positive emotions. Though there may be challenges, we will be more resilient and learn to bounce back faster. With a growth mindset, all stakeholders will be more ready to accept new challenges and changes. This will help the school to move forward more easily.

Since more than 90% of our teachers have joined the in-house teachers' training workshops in 2016-2017, the majority understand the rationale and the use of certain strategies to implement Positive Education at school. After trying out the Positive Education curriculum in ten S1-S2 small classes (2016-2017), all S1 classes will run the programme in 2017-2018. At the same time, twelve S2 small classes will start the programme the same year. Besides, 12 S3 small classes will join the programme in 2018-2019. By 2019-2020, the curriculums for S1-S3 will be implemented completely in school and will be sustainable for the following years.

Many of the relevant school practices or events - including merit slips, journal writing, Lenten activities and monthly Masses - are already part of our culture, while new events - such as the Month of Happiness and lunch performances - would have been held for a few years by 2019. They will become part of the school culture and therefore sustainable in this way.

Dissemination/Promotion of Project Outcomes

The webpage for the Positive Education programme at GHS will help promote Positive Education to other schools so as to help more students to build positive emotions, enhance personal resilience and further strengthen their relationships.

Report Submission Schedule

The school commits to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Type of report and reporting period	Report due on	Type of report and reporting period	Report due on
Progress Report 1 Feb 2018 – 31 Jul 2018	31 Aug 2018		
Progress Report 1 Aug 2018 – 31 Jan 2019	28 Feb 2019	Interim Financial Report 1 Feb 2018 – 31 Jan 2019	28 Feb 2019
Progress Report 1 Feb 2019 – 31 Jul 2019	31 Aug 2019		
Final Report 1 Feb 2018 – 30 Sep 2019	31 Dec 2019	Final Financial Report 1 Feb 2019 – 30 Sep 2019	31 Dec 2019

References

Positive Education Requires a Context

Combining the science of wellbeing with morality and ethics

Jennifer Hanson-Peterson

<https://www.ggs.vic.edu.au/institute/blog/blog-posts/positive-education-requires-a-context>

Geelong Grammar School – Positive Education

<https://www.ggs.vic.edu.au/School/Positive-Education/What-is-Positive-Education-/Key-Concepts>

Youngsters in Hong Kong now facing a whole set of different challenges

<http://www.scmp.com/comment/letters/article/1986192/youngsters-hong-kong-now-facing-whole-set-different-challenges>

What is Positive Education and How To Apply It?

<https://positivepsychologyprogram.com/what-is-positive-education/>