



**Pentecostal Lam  
Hon Kwong School  
School Report  
2018-2019**

## **Key Elements of the School Report**

- (1) Our School
- (2) Achievements and Reflections on Major Concerns
- (3) Our Learning and Teaching
- (4) Support for Student Development
- (5) Student Performance
- (6) Financial Summary
- (7) Feedback on Future Planning

## (1) Our School

- Our “School Profiles” for public reference (Secondary School Profiles)  
[https://www.chsc.hk/ssp2018/sch\\_detail.php?li\\_id=2&lang\\_id=2&chg\\_district\\_id=1&sch\\_id=352&return\\_page=sch\\_list.php%3Flang\\_id%3D2%26chg\\_district\\_id%3D1%26search\\_mode%3D%26frmMode%3Dpagebreak%26sort\\_id%3D-1%26district\\_id%3D13%26sch\\_type%3DAided%26sch\\_name%3D%25E4%25BA%2594](https://www.chsc.hk/ssp2018/sch_detail.php?li_id=2&lang_id=2&chg_district_id=1&sch_id=352&return_page=sch_list.php%3Flang_id%3D2%26chg_district_id%3D1%26search_mode%3D%26frmMode%3Dpagebreak%26sort_id%3D-1%26district_id%3D13%26sch_type%3DAided%26sch_name%3D%25E4%25BA%2594)
- Please refer to the following website for the relevant information of Pentecostal Lam Hon Kwong School <http://www.plhks.edu.hk>

### 1. The Sponsoring Body

Pentecostal Lam Hon Kwong School was founded by the Kowloon Pentecostal Church in 1983. The building of the school was mainly funded by Mrs. Lam Yip Wai Man in memory of her husband, Mr. Lam Hon Kwong.

### 2. Mission and Vision

The Kowloon Pentecostal Church aims to spread the Gospel through founding schools. Our school leads students to know the truth as taught in the Bible, and provides education in accordance with the requirements of the EDB. We aim to develop students spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.

Following the mission of Kowloon Pentecostal Church, the school strives to create an enjoyable teaching and learning environment in which students can be equipped to meet the challenges of the 21st century. We believe that all students are valuable individuals, who are able to be taught and are able to improve.

### 3. Class structure and number of students

In 2018-19, the school has a total of 708 students in 26 classes. The class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	5	25
Number of students	124	121	118	110	112	102	687

## (2) Achievements and Reflections on Major Concerns

### Priority Task 1:

#### To enhance the learning and teaching effectiveness with various strategies

##### Achievements

- Enhancing learning attitude:** In general, most of the effective strategies for enhancing students' attitude have been in place. For instance, the launching of the **learning attitude grade (LAG)** has already been a common practice to both teachers and students, shaping the attitude of students in recent years. In addition, with the introduction of more **awards** such as the Outstanding Student Scholarship, students have been encouraged to perform better academically. More positive reinforcement has also been given to students through posting **top student lists** and improvement lists. Moreover, **sharing** by alumni has been organized to cultivate in students' mind that a good attitude is crucial to learning.
- Building a better learning environment:** Generally speaking, a better learning environment has been created through various strategies. For instance, the EMI environment has been strengthened through audio-visual aids in the campus, effective EMI teaching strategies, EMI activities such as the summer bridging programs and junior form English Study Tour. Moreover, Campus TV has been adopted to facilitate EMI sharing and announcements. Furthermore, some new reading initiatives, namely, book sharing assembly by publisher, 'Reading Theatre', 'I-hoot' and 'Prose-reading Talents', have been carried out to provide a better reading environment for students.
- Adopting different learning strategies:** A variety of strategies have been introduced to students to enhance their learning effectiveness. For example, general study skills, subject-based study skills and note-taking skills have been taught to students. By observation, most of the students are more aware of the importance of those skills to learning and they know that those skills are effective means to a better learning outcome.
- Catering for learners' diversity:** To cater for low-achievers, various strategies have been implemented continuously such as remedial classes, summer programs and pre-exam N4 classes. It is noticed that, apart from the N4 classes coordinated by the Studies Department, some subjects have also offered their own N4 classes right before the exam. To cater for the high-flyers, gifted education in different forms such as the HKAGE programs, the gifted programs by tertiary institutions, and activities by the academically-related clubs have been provided for the high-achievers to extend their potentials. A case in point is the addition of the Chinese Writing Club, which further enriches the existing gifted programs. For the students with special needs, timely and suitable support has been offered to them. All of the above have helped cater for learners' diversity.
- Boosting the learning performance:** In recent years, our school's HKDSE and SVAIS results have shown a great improvement, which marked our achievement in boosting the learning performance of students. Various strategies such as the S5 summer tests, predicting grades in HKDSE, after-school mass drilling, have been optimized and

implemented continuously.

6. **Trying out teaching strategies:** With the introduction of BYOD in S.1 and S.2 this year, eLearning has been promoted vigorously. As observed, teachers in different subjects have been conducting effective eLearning lessons. By observation, most of the students enjoy eLearning. Not only that, self-directed learning in Science has also been tried out successfully in recent years. Through the above, the learning motivation of our students has been enhanced.
7. **Promoting staff development:** In recent years, teachers have been encouraged to explore new education initiatives such as eLearning and STEAM education. Apart from this, subject-based collaboration is conducted at least two times a year to promote lesson planning, sharing of pedagogy and so on. These efforts have kept teachers abreast of the recent education trends.
8. **Cross-curricular collaboration:** This year's collaboration between the Chinese and the Performing Arts panels on teaching junior form Chinese using DIE (drama in education) is making good progress. Undoubtedly, DIE can arouse students' interest in learning Chinese.
9. **Other achievements:** The S3 subject selection mechanism has been further optimized this year by offering as many electives as possible and fixing the number of elective groups earlier. Besides, the arrangement for the S1 DP Interview has also been revised to reduce the loading of teachers.

## Reflections

1. **Learning attitude and environment:** Though the learning attitude of students has been enhanced, continuous efforts should be made to further nurture a better attitude in students. Regarding reading, it is worth better coordinating the existing activities and designing more activities to enhance learning through reading.
2. **Catering for learners' diversity:** In spite of the achievements mentioned above, a thorough evaluation on the N4 summer programs should be conducted. Also, better coordination with subject panels should be made to formulate strategies to help the elite classes further.
3. **Boosting learning performance:** While the above-mentioned effective strategies are kept, other effective strategies should also be explored to further improve students' learning outcomes.
4. **New teaching strategies:** Given that eLearning and BYOD have been promoted for a few years, it is worth having an evaluation on its implementation for the sake of future planning. In addition, teachers should be encouraged to reflect on their teaching more by collecting feedback from students.
5. **Staff development and collaboration:** Lesson observation is an effective means to enhancing a teacher's capacity in teaching. In future, teachers should be encouraged to design lessons with a focus on a teaching strategy. Also, more cross-disciplinary collaboration on curriculum or teaching and learning should be promoted.
6. **In short, the targets of Major Concern 1 are mostly achieved,** though there is still room for improvement.

## **Priority Task 2: To help students develop a balanced lifestyle and achieve a holistic growth**

### **Achievements**

#### **1. School theme related activities**

- (1) Character-building training for students through activities has been organized by various school teams, such as the Counselling Prefect Team and Social Service Team.
- (2) To express appreciation and encourage a positive culture, students having outstanding performance in class have been selected by their schoolmates and class teachers to be 'Star of the Class'.
- (3) 'I Can Do It Campaign' and 'We Can Do It Campaign' have been held to enhance students' sense of belonging. Awards and merits have been given to outstanding students and classes that have good and positive performance in punctuality, submission of homework, grooming and class discipline.

#### **2. Cross-departmental Work**

- (1) To strengthen students' resilience and help them develop a balanced lifestyle, cross-departmental collaboration in the Cleanliness and Discipline Contest, the Student Organizer Cover Design Competition, the Beat Drug Fund Supported Program, the promotion on healthy living and the Green Living for Schools and Parents Environmental Education Programme has been carried out successfully.
- (2) There has been close liaison and coordination among the Religion Department, Counselling Department and Discipline Department, especially in deciding the school theme and school major concerns, organizing S.1 Orientation Day in August and following up students' cases.

#### **3. Moral education programmes**

- (1) The moral education lessons have been conducted smoothly.
- (2) The programmes of sex education have been carried out. They include workshops, lessons, talks and many other activities.

#### **4. Training for students**

- (1) The counselling prefects have been trained to serve different groups of students in different forms through different activities. The sex education peer-counsellors have been trained to carry out activities for their fellow schoolmates. In addition, the Social Service Team has been organized to serve the community.
- (2) Committee members of the student fellowship have been trained to serve students in the fellowship.
- (3) "Little Paul Training Program" has been held to prepare students as successors of the committee members of the student fellowship.
- (4) Summer camp has been organized by the Religion Department to encourage students to have a disciplined life in God.
- (5) "Growth rewarding scheme" has been launched in the student fellowship to encourage students to read the bible and serve others.

- (6) Training and workshops on human resources management and problem solving skills have been conducted for school prefects.
- (7) Adventure activities have been arranged for developing students' courage, leadership and teamwork.
- (8) Prefect cadets have been trained as a new force to help with the daily routine school activities, data entering and some of the miscellaneous work in the prefect team.

#### **5. Talks for students**

Special talks, workshops and mass programs delivered by guest speakers or professional institutions with the aim of promoting healthy life and achieving personal growth have been arranged. Examples of topics include sex education, stress management, mental health, positive thinking, anti-drug, anti-gambling, bullying, cyber-crime and facing challenges through walking with Jesus.

#### **6. Equipping parents**

A parent-child camp, workshop and parents' evening talks have been organized. More emphasis is put on promoting good communication between parents and children.

#### **7. Social service**

- (1) Community services, such as blood donation and voluntary services have been organized. Students have been trained to serve and care for others in the community.
- (2) Community services, such as the sports team voluntary services for refugee children and the construction of activity facilities have been organized. Students have been trained to serve and care for others in the community.

#### **8. Special care for students**

- (1) The Counselling Social Service Team has been organized, which helps to carry out integration education, take care of the SEN students and provide life & moral education effectively. The Team also enables the SSW and teachers to get in touch with those students in need and give them individual counselling.
- (2) Special counselling services have been provided for students in need, such as SEN students, repeaters and students who have problems with family, study, mental illness, etc. They have been helped to overcome obstacles and choose to take the right attitude and stick to their beliefs in tough situations.
- (3) Special care has been provided for SEN students. It includes forming study groups, providing speech therapy and social skill enhancement class, giving exam accommodation and designing teaching & learning plans. It aims at providing SEN students an appropriate learning environment.
- (4) The first individual education plan (IEP) has been successfully started to provide tailor-made service for individual students. The three-tiers caring scheme has been launched.
- (5) After fine-tuning the S.1 orientation programme by different departments, it is more effective to take care of the S.1 students in different aspects.
- (6) A gospel camp and prayer meetings have been held to help S.1 students adapt to the



new school life.

- (7) School rules have been relaxed to help S1 students to get used to the new school life.
- (8) To show support to the S.6 students, prayer meetings and the 'DSE Fighter concert' have been organized and gifts have been given to them.
- (9) The revised edition of the Student Handbook and Student Organizer facilitates students' management of their school activities.
- (10) Instantly updated eDiscipline system and the students' monthly performance summaries effectively enhance home-school communication and cooperation.
- (11) The "up-to-the-minute" disciplinary records on the school web speeds up the efficiency of handling students' general discipline more effectively. The instant analysis provided helps students understand their situation.
- (12) The eClass parent app which helps deliver students' information has strengthened communication between form teachers and parents.
- (13) The revised Demerit Waiving Scheme is effective in helping students positively deal with their mistakes made.
- (14) The optimized web-based conduct assessment system and procedures have made the assessments more effective and objective.

#### **9. Inclusive education**

- (1) Through the Big-brothers & sisters scheme, the concepts of equality and acceptance of diversity have been promoted.
- (2) The Social Service Team which consists of SEN students, repeaters, case students and Counselling prefects have been formed. They have learnt to co-operate and get along with one another through participating in different activities.
- (3) Chances have been provided for students to learn about the needs of different groups of people in our society. The activities include providing services for the elderly and visiting racial minorities, etc.

#### **10. Preventing students from committing suicide and developing students' positive attitudes towards life**

- (1) Cases are reviewed frequently. Intensive counselling services have been provided to high risk students.
- (2) Students and parents have been taught knowledge of mental health in students' assemblies and parents' talks respectively.
- (3) Ways to handle stress through music, art and games have been introduced to students through workshops.
- (4) Students have learned how to get through the difficult times in life through games and bible teaching in the Student Fellowship.
- (5) More hymn singings in various assemblies have been organized to educate students to rely on God whenever they face challenges in life.
- (6) Students have been encouraged to relieve their stress through prayer, and with a positive view of life in God.

- (7) Lunch bible study groups in different forms have been held to develop a positive attitude by encouraging one another in the peer group.

### **Reflections**

1. The social service team has been successfully run. The general framework has been developed, but modification and improvement are still required.
2. A comprehensive mental health programme has to be explored.
3. More efforts should be put in consolidating, refining, developing and promoting the SEN caring system. The emphasis should be on writing a PLHKS SEN manual, carrying out staff development and establishing a sound administrative system.
4. Although the sex education activities have been conducted smoothly, evaluation and further development on the whole programme is still needed. Special emphasis will be put on the scope of the education and effectiveness of the activities.
5. The “Fellowship growth reward scheme” in the Student Fellowship needs to be reviewed.
6. Further cooperation with the Shatin Chapel needs to be reviewed.
7. For better cultivation of student leaders’ quality, the requirements for their personal conduct should be clearly stated..
8. More effort should be made to help S.1 students adapt to the new environment.
9. Student leaders should not take up too many posts so as to ensure their good performance.
10. Prefect activities with the neighboring schools should be re-established to broaden students’ horizons in the prefect service.
11. Adventure activities which provide prefects with an experience learning environment and nurture them in an active mode should be held.
12. To avoid duplication and to improve the effectiveness of the S.1 Orientation Day, further evaluation, communication and co-operation among various departments is necessary.
13. **The targets are mostly achieved. Effort will be made to address this major concern in the coming academic year, with emphasis on:**
  - (1) **Evaluating and improving the SEN work.**
  - (2) **Improving the work of mental health and work of preventing students from committing suicide.**
  - (3) **Further development of the sex education programme.**
  - (4) **Strengthening the messages given to students with focus on the planning, facing adversity and the support from God and friends through hymns and sharing of personal witness.**
  - (5) **Strengthening the effectiveness of the prefect team to serve the school.**
  - (6) **Conducting a Discipline Day Programme in the second term.**
  - (7) **Improving the overall performance of students in public places.**
  - (8) **Strengthening the operation of the prefect team in all aspects.**

### Priority Task 3:

#### To foster career and life planning education

##### Achievements

1. The Alumni-Careers Day for S5 achieved a great success again this year. The enthusiasm and the preparation of the alumni created a very impressive and enlightening event for S5. Most of the students could benefit from their sharing group sessions of top priorities. The event could not only help the students explore their career aspirations, but also stimulate their in-depth reflection on career life planning. Post-activity questionnaire findings were also very encouraging.
2. Our participation in the BSPP (Business-School Partnership Program) launched by EDB could provide students with exposure opportunities to various workplaces and successfully met the needs of the target students.
3. With successful collaboration with the ECA Department, the CLP (Careers and Life Planning) Club has successfully provided students with in-depth career preparation and career awareness.
4. The team of CLP ambassadors could act as a bridge between the school and students by rendering services to the school and equipping themselves through participation.
5. A series of activities organized by the Counselling Department could greatly benefit parents and students with different needs in a whole-school approach. The education programs, Big Brothers and Sisters scheme, Sex Education package, social service activities, and collaboration with NGOs and the Department of Health all helped to implement the theme of school year.
6. The series of guidance programs on S4 streaming effectively assisted S3 students in making well-informed choices.
7. The parents' talks on S4 streaming and S6 Jupas provided valuable advice in assisting parents to help their children make well-informed choices.
8. The individual guidance for S6 students comprehensively helped solve the problems of the students in making program choices and provided emotional support as well.
9. The guidance for the operation of the JUPAS application process greatly reduced the stress of S6 students and helped solve many technical problems. .
10. The hiring of external markers to proofread S6 students' Jupas self-accounts and additional information was able to provide practical support and boost students' confidence.
11. The talk on 'Non-Jupas Tertiary Education' was able to provide S6 students with alternative careers pathways and wider horizons.
12. The guidance of EAPP greatly helped students with alternative pathways other than Jupas.
13. The careers talk on life planning by an alumnus who works in an investment bank received much commendation. The success story and perseverance of the alumnus was also very inspirational and encouraging.
14. The guidance on the Release Day of the HKDSE results provided practical support in changing programs priorities, and also in taking care of students' emotional needs.
15. The participation of the Careers Department in the school Open Day could enhance the community's good impression of our school.
16. The activity 'Looking at Workplaces' held in lunch break could attract lots of students to join voluntarily. Alumni from different professions were invited for sharing in a relaxing atmosphere.

## Reflections

1. **The targets are mostly achieved. They will be incorporated as major tasks in the coming academic year.**
2. However, the following fine-tuning measures will be adopted.
  - 2.1 The questionnaires from alumni and students would be studied in great detail to make the S5 Alumni Careers Day a greater success. Follow-up work would mainly focus on the invitation of alumni of professions in which many students are interested.
  - 2.2 The Shatin Chapel is a valuable source of enthusiastic alumni. It would be again our working partner and we would work with them very closely for the next S5 Alumni Careers Day.
  - 2.3 Apart from careers exposure, the S5 Alumni Careers Day also has the goals of demonstrating work-life balance and pursuit of meaning of life.
  - 2.4 More effort would be made to implement the BSPP (Business-School Partnership Program) organized by EDB to suit various levels of students in the anticipation of a balanced school life.
  - 2.5 CLP ambassadors will be empowered for higher levels of services.
  - 2.6 The operation of EAPP will be closely monitored to provide sufficient information to S6 for further study opportunities in tertiary institutes.
  - 2.7 The guidance on ‘Non-Jupas tertiary opportunities’ will be emphasized to meet the needs of students with diverse abilities and alternative pathways upon completion of secondary school.
  - 2.8 More guidance on streaming for S3 to S4 will be delivered in collaboration with the Studies Department, particularly in relation to the S4 subject structure of 2X/3X.
  - 2.9 The school-based Jupas application procedure will be reviewed, in particular,
    - (a) the collaboration with relevant parties such as the Studies Department and the Counselling Department and,
    - (b) the assistance provided to S6 class teachers in the Jupas guidance for their students.
  - 2.10 Careers teachers will continue to find ways of motivating the S6 students, especially the low-achievers, to face the HKDSE with career life planning in mind.
  - 2.11 The channel used to disseminate careers information to students and staff will be strengthened, so that all parties can be kept updated about important messages.
  - 2.12 More effort should be made to better the activity ‘Looking at Workplaces’ in order to address the various needs of students with diversified career inspirations.'

### **(3) Our Learning and Teaching**

1. Promoting eLearning
2. Promoting STEAM education
3. Exploring different teaching strategies, e.g. Self-directed Learning, High Order Thinking, etc.
4. Promoting cross-curricular collaboration
5. Promoting academically-related activities such as debates, public speaking, Maths, STEAM clubs, etc.
6. Optimizing the curriculum
7. Catering for learners' diversity
8. Strengthening the EMI policy
9. Promoting a positive learning attitude
10. Enhancing learning skills
11. Fostering Career and Life Planning (CLP) education

### **(4) Support for Student Development**

1. Helping students develop a balanced lifestyle and achieve a holistic growth
2. Cooperating with other departments and panels to organize activities to match the school major concern 2
3. Cooperating with other organizations to arrange activities to match the school major concern 2
4. Responding to the school theme by
  - a. Reinforcing students' sense of belonging to the school and their class.
  - b. Strengthening students' perseverance in the face of difficulties.
5. Improving the relationship between parents and their children, and helping parents handle their children's problems
6. Developing students' moral values and positive attitudes towards life
7. Implementing the Whole School Approach to Integrated Education

Our school is committed to developing an inclusive culture through the whole school approach to support students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life.

To facilitate our school's support to students with SEN, the Learning Support Grant is provided by the Education Bureau.

Students with SEN are provided with the following support measures:

- i A student support team is established.
- ii After school remedial lessons are provided for students with special needs.
- iii School-based speech therapy service and social skill training service are hired to offer individual/group therapy/training sessions to students.
- iv Homework strategies and/or assessment accommodation are provided to students in need.
- v Co-operate with parents to support their children with SEN.
- vi Students of the junior classes are supported by those from the senior classes through the big-brothers & big-sister scheme.
- vii Counselling and guidance services are provided to individual students in need.
- viii The social service team is organized to promote integrated education.

## **(5) Student Performance**

### **• Students' academic performance**

1. In general, students' performance in internal assessments is good.
2. In general, students' performance in public examinations is good.
3. Students perform very well in academically-related activities such as the Speech Festival, English debating and English public speaking.
4. Students' performance in the TSA is good, but there is still room for improvement.
5. The value-added results of our school are good, but there is still room for improvement.

### **• Students' non-academic performance**

1. Students perform well in extra-curricular activities in terms of both participation and achievements e.g. English debating contests, speech competitions (English, Chinese and PTH), performing arts and the 3-year leadership training programme.
2. Students perform well in inter-school activities and competitions in terms of both participation and achievements e.g. volleyball, basketball, soccer and table tennis competitions.

## (6) Financial Summary

- Use a table to summarise the school's financial position of the year. Items for reporting include total amount of subsidy received from the government (excluding staff's salaries), balance in the Subscription Account, salaries of administrative staff and workmen, daily running cost and the accumulated surplus/deficit brought forward from the current school year and carried forward to the next school year, etc.

### Financial Summary 2018-2019

	BALANCE b/F (S) DR.	INCOME (S)	EXPENDITURE (S)	BALANCE C/F (S)
<b>Government Funds</b>				
<b>(A) EOEBG</b>				
(1) Administration Grant		4,088,904.00	4,377,456.28	
(2) Capacity Enhancement Grant		613,766.00	609,678.03	
(3) Composite Information Technology Grant		407,214.00	420,297.07	
(4) Air-conditioning Grant		560,265.00	560,265.00	
(5) Special Grant on Typhoon Disturbance		123,504.00	123,504.00	
(6) EOEBG Baseline Reference		1,787,467.16		
		7,581,120.16	6,091,200.38	
<b>Other Income</b>		1,182,461.51		
		8,763,581.67		
<b>School Specific</b>			6,091,200.38	
<b>Non-School Specific</b>			2,287,276.58	
		8,763,581.67	8,378,476.96	385,104.71
<b>Surplus brought forward from previous period/year</b>	2,110,836.43			2,110,836.43
				2,495,941.14
<b>Prior year(s) adjustment</b>				2,495,941.14
<b>(B) Salaries Grant</b>				
(1) Teaching Staff		42,515,986.23	42,515,986.23	
(2) Supply Staff		129,238.00	129,238.00	
(3) Teaching supporting Staff		1,638,540.00	1,638,540.00	
<b>(C) Grant Accounts Outside EOEBG</b>				
(1) Setting / Subsidizing Expense of Parent-Teacher Association	2,258.40	5,474.00	5,802.00	1,930.40
(2) Special Home-School Co-operation Grant	-	8,400.00	8,400.00	-
(3) School-based After-school Learning and Support Programmes	55,600.00	55,200.00	55,600.00	55,200.00
(4) Learning Support Grant for Secondary Schools	28,345.73	572,880.00	429,361.73	171,864.00
(5) Diversity Learning Grant (Other Programmes)	70,920.00	84,000.00	70,920.00	84,000.00
(6) Diversity Learning Grant (Applied Learning Courses)	-	13,100.00	13,100.00	-
(7) Fractional Post Cash grants	144,300.00	487,920.00	379,980.00	252,240.00
(8) Extra Senior Sec. Curr. Support Grant Provision	524,586.83	-	304,301.77	220,285.06
(9) Senior Secondary Curriculum Support Grant	700,272.00	731,880.00	876,206.62	555,945.38
(10) Moral and National Education Support Grant	265,937.63	-	35,000.00	230,937.63
(11) Career and Life Planning Grant	116,712.00	-	116,712.00	-
(12) Extra Recurrent Grant under ITE4	48,963.00	66,740.00	72,000.00	43,703.00
(13) One-off Information Technology Grant for e-Learning in Schools	29,878.07	-	29,878.07	-
(14) One-off Grant to Secondary Schools for the Promotion of STEM Education	115,998.84	-	115,998.84	-
(15) One-off Grant for the Promotion of Chinese History and Culture	150,000.00	-	106,282.24	43,717.76
(16) Information Technology Staffing Support Grant	45,076.43	307,200.00	303,536.22	48,740.21
(17) Grant for the Sister School Scheme	-	150,000.00	109,135.72	40,864.28
(18) Promotion of Reading Grant	-	60,000.00	59,526.60	473.40
(19) Chief Executive's Award for Teaching Excellence Awardee Workshop in 2018-19	-	685,310.00	660,119.25	25,190.75
	2,298,848.93	3,228,104.00	3,751,861.06	1,775,091.87
<b>(D) Teacher Relief Grant</b>	566,195.80	210,571.50	165,215.80	611,551.50
<b>(E) Life-wide Learning Expenses</b>		67,857.00	67,857.00	
<b>School Funds</b>	7,301,401.00			7,301,401.00
<b>Prior Year(s) Adjustments</b>				(18.00)
(1) Tong Fai		83,700.00		83,700.00
(2) Profit on Sale of Exercises Books and Stationery		4,141.33		4,141.33
(2) Profit on Sale of School Uniforms		87.00		87.00
(4) Tuckshop Rental		98,000.00		98,000.00
(5) Donations		2,520.00		2,520.00
(6) Others		426,904.47		426,904.47
			151,658.59	(151,658.59)
	7,301,401.00	615,352.80	151,658.59	7,765,077.21

## **(7) Feedback on Future Planning (pending)**

- Based on the School's Self-evaluation, we have identified the following major concerns for the school years 2019/20 – 2021/22:
  - (1) Major Concern 1:
  - (2) Major Concern 2:
  - (3) Major Concern 3:
- We believe that with the concerted effort of our staff, our school will be further improved by implementing the future SDP and ASP.