



**Pentecostal Lam  
Hon Kwong School  
School Report  
2020-2021**

## **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 **Profile**” for public reference (Secondary School Profiles) **can be found on** <https://www.chsc.hk/>.
- 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 learning and teaching 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 2020-21, the school has a total of 687 students in 24 classes. The class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	<b>24</b>
Number of students	121	122	114	120	111	99	<b>687</b>

## **(2) Achievements and Reflections on Major Concerns**

### **Priority Task 1:**

**To strengthen the core values of Christian education with positive attitudes and virtues**

#### **Achievements**

##### **1. Enhancing the spiritual atmosphere at school**

- (1) Assemblies with religious messages, prayers and hymn singing were held to tell students about the love and encouragement of God.
- (2) Hymns were played on campus TV every morning to give students peace of mind.
- (3) Campus decorations such as Bible verses and posters were displayed in every classroom. Learning materials about Christian values were also introduced in the lessons of various subjects. They reminded students that God is trustworthy and strengthened students' resilience in facing adversity.
- (4) Special events such as "Christmas Service" and "Easter Service" brought joyful and harmonious moments to students, providing them with relief from their stressful life.

##### **2. Strengthening gospel work**

- (1) The S1 Gospel Camp was cancelled due to the pandemic situation but quite a lot of students have decided to believe in God in various gatherings.
- (2) The Gospel Week was organized with a gospel movie, music gatherings and evangelical gatherings in the Student Christian Fellowship.
- (3) Gospel pamphlets were distributed at the start of the school year.
- (4) New ways to deliver Bible messages in the Student Christian Fellowship were introduced such as knowing God through photography and visual art.

##### **3. Enhancing the spiritual growth of students**

- (1) A Student Christian Fellowship was organized online with activities like Bible studies, games, hymn singing, group sharing and a barbeque night. Students gained support and encouragement from each other as a result.
- (2) S1 orientation and prayer meetings were organized to help S1 students to adapt to the new school life.
- (3) Follow-up programmes were provided by the church for new believers.
- (4) A survey on the religious status of students was conducted for the planning of gospel work.

##### **4. Training of student spiritual leaders**

- (1) Student Christian Fellowship committee members were equipped to lead various gatherings. They were trained to be more responsible and sensitive to schoolmates' needs.
- (2) The "Little Paul Training Programme" was held to nurture fellowship members to become successors to the Student Christian Fellowship committee members.

## **5. Strengthening staff support**

- (1) Staff prayer meetings and staff fellowship meetings were held so that teachers could learn and share with one another to build up the togetherness of the teaching team.
- (2) Mentors were provided to give new teachers spiritual support and to help them adapt to the new teaching environment.

## **Reflections**

1. The school theme “In love we care, In God we cheer” matched students’ needs well. The love and encouragement from schoolmates and God is essential to their growth.
2. More students should be encouraged to lead hymn singing, say prayers and share religious messages in assemblies.
3. A joyful and harmonious atmosphere is precious to school life. More activities such as games and live music sharing in classrooms could be introduced.
4. The Shatin Chapel plays an indispensable role in supporting the school’s gospel work. Closer coordination with the Shatin Chapel in this aspect is needed.
5. The follow-up programme for new believers in the online mode should be evaluated.
6. More support to class teachers for conducting the class prayer meeting should be provided.
7. Promotion of the Student Christian Fellowship needs to be strengthened.
8. Student Christian Fellowship committee members should not take up too many posts in school.
9. Spiritual support for S6 students should be strengthened.
10. In short, the targets of Major Concern 1 are mostly achieved. They will be incorporated as the major tasks in the coming academic year.

## Priority Task 2:

### To strengthen learning and teaching through different strategies

#### Achievements

Special remarks: Due to the COVID-19 pandemic in this academic year, nearly half of the lessons were conducted in the real-time online mode on Zoom while the rest were conducted face-to-face on a half-day basis. Hence, there was severe disruption to teaching and learning and adjustments were promptly made to cope with the challenges.

#### 1. **CLP Guidance for S4**

This year, S.4 students were provided with CLP guidance with the collaboration of the Careers Department. For instance, a new assembly was designed and held for S.4 students in October 2020 to introduce goal-setting and study skills. Also, in February 2021, a S.4 Orientation Day was held on Zoom. One of the highlights was alumni's sharing of their experience of learning different subjects with the S.4 students, whose feedback about the arrangement that day was positive.

#### 2. **Promoting eLearning**

Most classes were held on a half-day basis in this academic year. Due to the ever-evolving development of the novel coronavirus, all teachers were requested to conduct face-to-face or online lessons on campus. **Regarding online teaching, all teachers could comfortably adjust to a wide range of new online teaching tools**, such as ZOOM, Google Meet and Microsoft Teams. They also made use of other remote learning tools like Google Classroom and Google Forms for assignments and assessments to ensure that the teaching materials were delivered in a timely manner.

#### 3. **Promoting independent learning**

According to last year's plan, the award scheme for the promotion of independent learning was piloted in Secondary 1. There were two phases in the first term with one being held before the first uniform test and the other being held before the First Term Exam. As most of the students attended face-to-face lessons in the initial stage, many of them participated in the competition and performed well. However, fewer students joined the competition when they switched to remote online learning. Also, many subject teachers had difficulty assessing students online, which might have affected the recording of students' performances. The third phase took place during the entire second term. With half of the Secondary 1 lessons being conducted online remotely and the other half face-to-face, we are still in the progress of assessing their performances (at the time of writing this report).

#### 4. **Promoting gifted education**

Despite the spread of COVID-19, a number of gifted education programmes were kept, with the great effort of teachers. For instance, the English and Chinese debating teams

conducted debating competitions online. The Chinese debating team entered the quarter-final in the inter-school Chinese debating competition organized by the Hong Kong Schools Debate Federation. Also, the English public speaking team remained active this year. Apart from restarting the Youth Leadership Programme, team members joined the “21st Century Cup” National English Speaking Competition (Hong Kong Region) and three students entered the Grand Final.

**5. Cross-curricular collaboration**

Two subject panels, Chinese Language and Performing Arts, collaborated on the CEATE Awardee Workshop. Apart from facilitating collaborative learning in teaching, they were involved in training Chinese teachers from other schools and delivering demo lessons. The aim is to promote ‘drama in education’ in the teaching of the Chinese Language.

**6. Enhancing the academic performance of students**

Under the impact of COVID-19, Secondary six lessons were mostly completed on a half-day basis. Hence, tutorial classes, SERP and mass drilling at the school hall could only be conducted on ZOOM, which undermined the effectiveness of the lessons being delivered to a certain extent. During the period of Study Leave, teachers put in great effort in arranging tutorial classes to help S.6 students master the lesson materials and to perform well in the public exams.

**Reflections**

**1. Further promoting independent learning**

As mentioned above, a new award scheme was piloted in Secondary 1. Due to the ever-evolving development of the novel coronavirus, students spent the majority of their lesson time online rather than attending live lessons. The effectiveness of lessons was thus negatively affected. It is hoped that class arrangements will return to normal in the new academic year. The school will review the current learning and teaching plans for the current academic year and make adjustments accordingly before implementing the revised plans. We aim to promote skills, such as goal-setting, self-learning and self-management in the plan for 2021-2022.

**2. Promoting reflections on learning**

This year, teachers from the Chinese Language and the English Language subject panels were invited to host a workshop on ‘Situating Teaching’ and ‘Assessment as Learning’ respectively in one of the Teacher Development sessions. Feedback on these workshops was positive. However, some teachers reflected that there could be more sharing on the application of these frameworks in the teaching of other subject areas. Therefore, there will be more discussions and training on these topics in due course.

3. **Reading across the curriculum**

Due to the pandemic, the reading lessons in junior forms were suspended. It is hoped that this condition will improve next year. The school will continue to come up with new means to promote reading by giving clearer directions and adopting suitable strategies.

4. **STEAM education**

STEAM education has been promoted vigorously at school in recent years. A school-based publication has been prepared and a STEAM work station has been set up. In this academic year, the school renovated Room 004 and turned it into a STEAM lab and discussed with different subject panels on the implementation of STEAM education. Apart from applying for different subsidies and holding activities to promote STEAM education, the school also established long-term initiatives for STEAM education.

5. **Staff development and collaboration**

As previously mentioned, ‘Assessment as Learning’ will be one of the focuses for the school in the next school year. Development of teachers’ professionalism, pedagogy, and other skills will also be important topics to be explored. More cross-disciplinary collaboration on learning and teaching will also be encouraged.

In brief, **the targets outlined in the second major concern for the school were only partially achieved** due to the pandemic. More work needs to be done next year to enhance learning and teaching.



### **Priority Task 3:**

## **To enhance students' responsibility and belonging by creating a caring and positive environment**

### **Achievements**

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

- (1) Character-building activities were organized for students by various school teams, such as the Counselling Prefect Team, the Social Service Team and the School Prefect Team.
- (2) To express appreciation and encourage a positive culture, students with outstanding performance in each class were elected by their schoolmates and class teachers to be 'Star of the Class'.
- (3) The 'I Can Do It Campaign' and 'We Can Do It Campaign' were held to enhance students' sense of belonging. Awards and merits were given to students and classes with outstanding performance in punctuality, submission of homework, grooming and class discipline.
- (4) In collaboration with the Hong Kong PHAB Association, a three-year Leadership Training Scheme was launched for potential student leaders from S.2 to S.4. Through training sessions and social services, students were equipped as future leaders of our school.

#### **2. Cross-departmental work**

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

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

- (1) Moral education lessons were conducted.
- (2) Some specific moral issues were discussed in some special groups to share moral values with students.
- (3) The Discipline Day was launched to resolve student misconduct through moral education.

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

- (1) The counselling prefects were trained to serve different groups of students in different forms through different activities.
- (2) Committee members of the student fellowship were trained to serve students in the fellowship.
- (3) The “Little Paul Training Programme” was held to prepare students as successors to the committee members of the student fellowship.
- (4) The “Growth reward scheme” was launched in the student fellowship to encourage students to read the Bible and serve others.
- (5) Training and workshops on human resources management, problem solving skills and sustaining team spirit were conducted for school prefects.
- (6) Adventure activities were arranged for developing students’ courage, leadership and team spirit.
- (7) Prefect cadets were trained as a new force to help with the daily, routine school activities, data entering and miscellaneous work in the prefect team.
- (8) In collaboration with the Hong Kong PHAB Association, a three-year Leadership Training Scheme was launched for potential student leaders from S.2 to S.4. Through training sessions and social services, students were equipped as future leaders of our school.

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

With the aim of helping students achieve personal growth, special talks, workshops and mass programmes delivered by guest speakers or professional institutions were arranged. Examples of topics include sex education, stress management, mental health, positive thinking, anti-smoking and anti-drug awareness, intellectual property, cyber-crime, reconciliation and facing challenges through walking with Jesus.

#### **6. Social service**

Through organizing voluntary services, investigation of social inequality and conducting a survey on how people have been affected by the COVID-19 pandemic, members of the Leadership Training Scheme learnt to serve and show concerns for the community.

#### **7. Special care for students**

- (1) S.1 students received special care from “big brothers and sisters” in the S.1 Caring

Scheme. This helped them to adapt to the new school environment.

- (2) A special orientation programme was provided for S.1 students. Different departments, including the Counselling Department, Discipline Department, Religion Department, Studies Department, ECA Department and SU worked together. The programme was effective in helping the S.1 students adapt to the different aspects of school life.
- (3) Special counselling services were provided for students in need, such as SEN students, repeaters and students who had problems with their family, studies, mental illness or other issues. They were helped to overcome obstacles and to choose to take the right attitude and stick to their beliefs in tough situations.
- (4) Special care was provided for SEN students, which included forming study groups, providing speech therapy and assistance in attending zoom lessons, exam accommodations and designing teaching & learning plans. These efforts aimed at providing SEN students with an appropriate learning environment.
- (5) A three-tier caring scheme was launched for SEN students. Individual education plans (IEPs) were set and implemented to provide tailor-made service for individual students.
- (6) Special care was provided for students who had mental weakness. Individual counselling and special workshops were organized for them.
- (7) To show support for the S.6 students, the 'DSE Fighter Concert' was organized.
- (8) School rules were relaxed to help S1 students to get used to the new school life.
- (9) The revised edition of the Student Handbook and Student Organizer facilitated students' management of their school activities.
- (10) Instantly updated notifications through the eDiscipline system and the students' monthly performance summaries effectively enhanced home-school communication and cooperation.
- (11) The "up-to-the-minute" disciplinary records on the school website raised the efficiency of handling students' general discipline more effectively. The instant analysis provided helped students understand their situation.
- (12) The eClass parent app, which helps deliver students' information, strengthened communication between form teachers and parents.
- (13) The revised Demerit Waiving Scheme was effective in helping students deal with their misbehavior positively.
- (14) The optimized web-based conduct assessment system and procedures made the

assessments more effective and objective.

## **8. Inclusive education**

- (1) Through the 'Big Brothers & Sisters' Scheme, the concepts of equality and acceptance of diversity were promoted.
- (2) To cater for learning diversity, special assistance was provided for students who had difficulty attending Zoom lessons.
- (3) Assemblies, such as the talk about "life-fighters", opened students' eyes to the needs of different groups of people in our society.

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

- (1) Cases were reviewed frequently, with intensive counselling services provided to high-risk students.
- (2) Students were taught knowledge of mental health in students' assemblies.
- (3) Skills of coping with stress were taught through workshops run by education psychologists.
- (4) Students learned how to get through the difficult times in life through games and Bible teaching in the Christian Student Fellowship.
- (5) More hymn singing in various assemblies was organized to educate students to rely on God whenever they face challenges in life.
- (6) Students were encouraged to relieve their stress through prayers and developing a positive view of life in God.
- (7) Lunch Bible study groups were held in different forms to develop in students a positive attitude through encouraging one another in the peer group.
- (8) The Discipline Department coordinated with special teams over social issues and COVID-19 matters.

## **Reflections**

1. The planned activities of the Social Service Team were suspended due to the COVID-19 pandemic. The plan should be included in the departmental plan for the next academic year.
2. The rise in the number of mental illness case reflects the need of providing mental health care for students.
3. More efforts should be put into 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. Evaluation and further development of the sex education programme is still needed. Special emphasis will be put on the scope of the programme and effectiveness of the activities.
5. The “Fellowship growth reward scheme” run by the Student Fellowship needs to be reviewed.
6. Further cooperation with the Shatin Chapel needs to be explored.
7. For better cultivation of student leaders’ quality, the requirements regarding their personal conduct should be clearly stated.
8. More effort should be made to help S.1 students adapt to the new school environment.
9. Student leaders should not take up too many posts so as to ensure their good performance.
10. Prefect activities with neighboring schools should be re-established to broaden students’ horizons in the prefect service.
11. Adventure activities which provide prefects with an experiential learning environment and nurture them in an active mode should be held.
12. Due to the outbreak of COVID-19 and irregular school arrangements, the handling of students’ appearance and routines was loose.
13. Because of the massive increase in online classes, students’ abusive use of information technology has increased.
14. To avoid duplication of work and to improve the effectiveness of the S.1 Orientation Day, further evaluation, communication and co-operation among departments is necessary.
15. **Due to the widespread of the COVID-19 pandemic and the implementation of strict anti-pandemic measures, a lot of inter-school competitions, extra-curricular activities and leadership training programmes could not be held as usual. Even though the online mode was adopted to keep those events going, the effectiveness was far lower than that of the face-to-face mode. Effort will be made to address this major concern in the coming academic year, with emphasis on:**
  - (1) **Re-starting the work of the Social Service Team**
  - (2) **Evaluating and improving the SEN work**
  - (3) **Improving the work for safeguarding students’ mental health and work of preventing students from committing suicide**
  - (4) **Activities to promote students’ sense of belonging**

- (5) Strengthening the messages given to students with focus on planning, facing adversity and the support from God and friends through hymns and sharing of personal witness**
- (6) Strengthening the effectiveness of the prefect team in serving the school**
- (7) Conducting a Discipline Day Programme in the second term**
- (8) Improving the overall performance of students in public places**
- (9) Strengthening all aspects of the operation of the prefect team**
- (10) Strengthening education against cyber-bullying**
- (11) Strengthening various leadership training programmes**

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

1. Promoting independent learning
2. Promoting a positive learning attitude
3. Enhancing students' interest in learning
4. Promoting eLearning
5. Promoting STEAM education
6. Enhancing the academic performance of students
7. Exploring different teaching strategies, e.g. Self-directed Learning, Higher Order Thinking, etc.
8. Catering for learner diversity
9. Promoting academically-related activities such as debates, public speaking, Maths, STEAM clubs, etc.
10. Promoting cross-curricular collaboration
11. Strengthening the EMI policy

### **(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's major concern 3
3. Cooperating with other organizations to arrange activities to match the school's major concern 3
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 effectiveness 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 Sisters' 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. The value-added results of our school are good, but there is still room for improvement.

- **Students' non-academic performance**

Students perform well in extra-curricular activities and inter-school competitions, e.g. English debating, English public speaking, Speech Festival, performing arts, the 3-year leadership training programme and basketball matches, in terms of both participation and achievements.

## **(6) Financial Summary**



# Financial Summary 2020-2021

	BALANCE B/F (\$ DR.	INCOME (\$)	EXPENDITURE (\$)	BALANCE C/F (\$)	Refund to EDB (\$)
<b>Government Funds</b>					
<b>(A) EOEBG</b>					
(1) Administration Grant		4,253,340.00	4,312,423.77		
(2) Capacity Enhancement Grant		638,461.00	648,894.19		
(3) Composite Information Technology Grant		490,804.00	686,768.90		
(4) Air-conditioning Grant		574,920.81	591,123.00		
(5) School-based Management Top-up Grant		50,350.00	50,000.00		
(6) EOEBG Baseline Reference		1,859,378.76	1,783,332.33		
		<b>7,867,254.57</b>	<b>8,072,542.19</b>		
Other Income		943,203.92			
		<b>8,810,458.49</b>			
School Specific			6,289,209.86		
Non-School Specific			1,783,332.33		
		<b>8,810,458.49</b>	<b>8,072,542.19</b>	<b>737,916.30</b>	
Surplus brought forward from previous period/year	<b>3,286,545.38</b>			<b>3,286,545.38</b>	
Prior year(s) adjustment				<b>4,024,461.68</b>	
+ Amount transferred to other Grants				<b>(1,638.42)</b>	
				<b>(112,734.50)</b>	
				<b>3,910,088.76</b>	
<b>(B) Salaries Grant</b>					
(1) Teaching Staff		40,990,975.53	40,990,975.53		
(2) Supply Staff		33,560.00	125,850.00		
(3) Teaching supporting Staff		1,724,700.00	1,724,700.00		
Refunded to EDB per Demand Note No. 149-003-009715-7 dated 4 March 2021			93,457.74		
Surplus / (Deficit) for the year		<b>42,749,235.53</b>	<b>42,934,983.27</b>	<b>(185,747.74)</b>	
* Surplus / (Deficit) brought forward from previous period/year			-	<b>93,457.74</b>	
Surplus / (Deficit) forward to next year				<b>(92,290.00)</b>	
<b>(C) Grant Accounts Outside EOEBG</b>					
(1) Setting / Subsidizing Expense of Parent-Teacher Association	<b>2,404.70</b>	22,540.00	20,574.20	<b>4,370.50</b>	6,800.00
(2) Special Home-School Co-operation Grant	-	-	-	-	0.00
(3) School-based After-school Learning and Support Programmes	<b>51,600.00</b>	49,600.00	51,600.00	<b>49,600.00</b>	51,600.00
(4) Learning Support Grant for Secondary Schools	<b>171,864.00</b>	589,095.00	584,230.50	<b>176,728.50</b>	9,562.09
(5) Diversity Learning Grant (Other Programmes)	<b>84,000.00</b>	84,000.00	86,950.00	<b>81,050.00</b>	0.00
(6) Diversity Learning Grant (Applied Learning Courses)	-	-	-	-	0.00
(7) Fractional Post Cash grants	<b>32,100.00</b>	513,600.00	457,455.00	<b>88,245.00</b>	0.00
(8) Extra Senior Sec. Curr. Support Grant Provision	<b>21,348.48</b>	-	21,348.48	-	0.00
(9) Senior Secondary Curriculum Support Grant	<b>665,188.99</b>	770,400.00	933,609.96	<b>501,979.03</b>	0.00
(10) Moral and National Education Support Grant	<b>230,937.63</b>	-	-	<b>230,937.63</b>	0.00
(11) One-off Grant for the Promotion of Chinese History and Culture	<b>22,655.87</b>	-	22,655.87	-	7.66
(12) Information Technology Staffing Support Grant	<b>56,869.87</b>	319,559.00	307,892.50	<b>68,536.37</b>	0.00
(13) Grant for the Sister School Scheme	<b>150,080.08</b>	156,035.00	215,125.10	<b>90,989.98</b>	0.00
(14) Promotion of Reading Grant	<b>25,651.50</b>	62,414.00	57,038.26	<b>31,027.24</b>	0.00
(15) Life-wide Learning Grant	<b>923,658.38</b>	1,166,106.00	1,415,924.80	<b>673,839.58</b>	0.00
(16) School Executive Officer Grant	<b>244,049.67</b>	534,660.00	543,023.25	<b>235,686.42</b>	0.00
(17) One-off Special Support Grant	<b>100,000.00</b>	-	100,000.00	-	1,100.00
(18) Top_Up Grant for Supporting Online Learning of Financially Needy Students	-	14,960.00	14,960.00	-	1,615.00
(19) Enhancing Professional Development Teachers & Principals	-	558,862.50	671,597.00	<b>(112,734.50)</b>	0.00
+ Amount transferred to other Grants				<b>112,734.50</b>	
	<b>2,782,409.17</b>	<b>4,841,831.50</b>	<b>5,503,984.92</b>	<b>2,232,990.25</b>	<b>70,684.75</b>
<b>(D) Teacher Relief Grant-Annual recurrent</b>					
Teacher Relief Grant-Optional	<b>585,750.11</b>	213,106.00	190,191.57	<b>608,664.54</b>	
	<b>860,524.04</b>	<b>3,921,240.00</b>	<b>2,298,405.00</b>	<b>2,483,359.04</b>	
	<b>1,446,274.15</b>	<b>4,134,346.00</b>	<b>2,488,596.57</b>	<b>3,092,023.58</b>	
<b>(E) Student Activities Support Grant</b>					
	-	93,600.00	93,600.00	-	11,120.00
					<b>11,120.00</b>
<b>School Funds</b>					
(1) Tong Fai	<b>8,129,970.32</b>	83,100.00		<b>83,100.00</b>	
(2) Profit on Sale of Exercises Books and Stationery		(1,995.53)		<b>(1,995.53)</b>	
(2) Profit on Sale of School Uniforms		136.00		<b>136.00</b>	
(4) Tuckshop Rental		14,700.00		<b>14,700.00</b>	
(5) Donations		51,860.00		<b>51,860.00</b>	
*** (6) Other Income		560,902.94		<b>560,902.94</b>	
*** (7) Appropriations			307,094.00	<b>(307,094.00)</b>	
# (8) Other Expenditure			240,048.20	<b>(240,048.20)</b>	
Accumulated surplus/(deficit) carried forward to next year		<b>708,703.41</b>	<b>547,142.20</b>	<b>8,291,531.53</b>	

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

- Three major concerns for the school years 2019/20– 2021/22:
  - (1) Major Concern 1: **To strengthen the core values of Christian education with positive attitudes and virtues**
  - (2) Major Concern 2: **To strengthen learning and teaching through different strategies**
  - (3) Major Concern 3: **To enhance students' responsibility and belonging by creating a caring and positive environment**
  
- A number of achievements have been shown in 2020/21, i.e. the second year in the above-mentioned cycle. Ongoing implementation of the plan in 2021/22 is necessary. We believe that with the concerted effort of our staff, our school will successfully implement the plan.