



**Pentecostal Lam
Hon Kwong School
School Report
2022/23**

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
- (4) Financial Summary
- (5) Appendix
 - Please include related documents.

(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 2022-23, the school has a total of 629 students in 24 classes. The class structure is as follows: (dated 1 Sept. 2022)

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	114	104	99	108	98	106	629

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To grow and learn together in God's love

Achievements

1. Enhancing the spiritual atmosphere in PLHKS

- (1) Assemblies with religious messages, prayers and hymn singing were held to tell students about the love and encouragement of God. Youth House of Prayer, the president of the Lutheran Theological Seminary, the pastor from Shatin Church, and alumnus Fong Ho Hei, were invited to share how they experienced God's grace in their lives and encourage students to learn to rely on God's love in adversity and walk with others. 91.3% of teachers supported the idea that inviting guest speakers to share their testimonies in religious assemblies can enhance the spiritual atmosphere at school.
- (2) In order to support the promotion of hymn singing education, hymn singing has been arranged in various assemblies. 87% of teachers and 72% of students agreed that singing hymns in various assemblies can enhance the spiritual atmosphere at school. Meanwhile, 91.3% of teachers and 74.7% of students supported the idea that hymn dedication in Gospel Week can help students understand worshipping God is about celebrating who God is, what God has done and is doing, and what God has created.
- (3) The Christmas Service held in December was led by teachers while Preacher So Kwok Ping shared a message, and the fellowship committee members also performed Christmas songs. Finally, teachers distributed gifts, and the students responded warmly. In April, the Easter Service cum 40th anniversary Thanksgiving Service was held. Amazing Grace Worship Music Ministry led the hymn singing. Their sharing touched hearts, and many students made the decision to follow Jesus during the gathering. 95.7% of teachers agreed that an attitude of gratitude in our students can be cultivated through organizing the Easter service and the Christmas service.

2. Spreading the Gospel and leading students to live a life according to the Christian values

- (1) S1 Gospel Day Camp was organized in September to help S1 students adapt to secondary school life as well as to build friendships with their classmates. According to the results of the student survey, 93.5% of S1 students enjoyed the camp and agreed that the camp provided them with a chance to have a better understanding of their classmates.
- (2) The theme of Student Christian Fellowship for this year is "Rejoice and Sparkle for God!" We are grateful that the epidemic situation has eased slightly, and the Student Christian Fellowship could be held in physical form every Friday after school, with an average attendance of 110 people. The content includes hymn worship, bible study, sharing and praying together. We are thankful that the students still persist and look forward to attending the weekly fellowship meetings, supporting each other and growing together.

- (3) Regarding the gospel work, the Gospel Week activities in November included a gospel movie, teacher busking during lunchtime, a book fair, gospel fellowship, evangelistic meeting, gospel week participation index, sharing of student testimonies and religious book sharing. Due to the epidemic situation, in order to reduce crowds, we invited Pastors from Echo Valley Evangelistic Association For The Handicaps Ltd and the Youth House of Prayer to conduct a graded evangelistic meeting. In addition, our fellowship committee members went to various classrooms during Gospel Week to share testimonies, distribute small gifts at the school gate, and sing hymns to welcome students, so that they could experience a feeling of warm love and blessings. There were a total of 58 students who made the decision to believe in Christ, 16 students who returned to the faith, and 31 students who were willing to receive discipleship training during the Gospel Week. 95.7% of teachers agreed that the Gospel Week can help students develop a relationship with God.
- (4) In order to support S6 students, regular S6 prayer meetings and the S6 DSE fighter concert were organized. Teachers led the singing of hymns and inspirational songs to cheer for the S6 students and reminded them that God and the teachers were also walking with them in the public exams. The students responded enthusiastically and expressed that they were deeply moved. Afterwards, Preacher Wong Kwok On shared a message and gave each S6 student a gift as support and encouragement for them to embark on a new stage of their lives. 95.7% of teachers agreed that the above activities can deepen the faith of S6 students in God under stress.

3. Nurturing students to be serving leaders

- (1) Regular training was provided for Student Christian Fellowship committee members to help them develop godly character and spiritual values. They were equipped to lead various gatherings and serve as witnesses for God. They were trained to be more responsible and sensitive to schoolmates' needs.
- (2) At the evaluation session of the Student Christian Fellowship, 100% of the committee members agreed that the training programme provided them with a chance to reflect on their spiritual health and develop their spiritual values. They were delighted to serve one another within the school community.

4. Enhancing the supportive and caring school climate

- (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. According to the teachers' survey, 82.6% of teachers agreed that both staff prayer meetings and staff fellowship meetings enabled them to learn together to know more about God.
- (2) Mentors were provided to give new teachers spiritual support and to help them adapt to the new teaching environment. 78.3% of teachers agreed that collaborating with the Staff Development Committee to strengthen spiritual support in mentoring new teachers is effective in strengthening staff support.

Reflection

1. The theme “Rejoice and Sparkle for God!” matched students’ needs well. The love and encouragement from schoolmates and God are essential to their growth. Students value Christian faith and have a passion for fellowship. The activities organized have a positive impact on students’ spiritual and personal growth.
2. 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. The follow-up programme for new believers could be kept and reviewed regularly.
3. Students need to re-establish the habit of reading the Bible. The “Growth Reward Scheme” was launched in the Student Christian Fellowship to encourage students to read the Bible and serve others. This helps lead- students to live a life according to the Christian values.
4. The publication of PLHKS Hymnal – Praise with all our heart gives a great support to the promotion of hymn singing education, which further enhances the spiritual atmosphere in our school.
5. In short, the targets of Major Concern 1 have mostly been achieved. They will be incorporated as the major tasks in the coming academic year.

Feedback and Follow-up

1. Due to the impact of the pandemic in the first term, fewer physical group activities were organized. They also had fewer opportunities to cultivate leadership qualities. More structured training sessions will be provided for the Student Christian Fellowship committee members to help them to develop and apply generic skills in an integrative manner. Teachers will provide more guidance and support in developing their communication, problem solving and collaboration skills.
2. The scale of many activities, for example, S1 Gospel Camp and barbecue, was reduced because of the fluctuating pandemic situation. A joyful and harmonious atmosphere is precious to school life. With the easing of the pandemic, more interactive activities could be organized in the coming year. At the same time, class prayer meetings have been suspended for several years. More support to class teachers for conducting the class prayer meeting should be provided. The above follow-up work can help students maintain a healthy lifestyle with active participation in school activities.

Major Concern 2: To provide care and promote values education

Achievements

1. Creating a positive learning environment with the PERMA model to develop students' positive values

- (1) The Counselling Department, Religion Department, Discipline Department and Studies Department worked closely when organizing activities like S.1 Orientation Day and PERMA Day, in which PERMA elements were emphasized.
- (2) Integrated education, such as organizing Social Experience Day, social skills training groups, assessment moderation for students with SEN, etc., was implemented. 82.6% of teacher respondents and 81.4% of student respondents agreed that integrated education can create a supportive and harmonious school environment.
- (3) To enhance teachers' understanding of positive education, talks were held on Teachers' Collaboration Day and Staff Development Day. Most teacher respondents (82.6%) agreed that the talks are helpful. It is further supported by the finding in the teacher survey in which 91.3% of the respondents agreed that they understand the basic meaning of "PERMA".
- (4) To equip parents with a positive mindset when communicating with and handling their children, Ringle Leung from HealthyMind Parents Academy was invited to deliver talks to parents in December 2022 and May 2023. According to the evaluation, more than 90% of parent respondents found that the talks were helpful to them.
- (5) Respect Teachers Week was held by the ECA Department to enhance the teacher-student relationship.
- (6) Lunch meetings with the school's administrative team and the student leaders were organized by the Public Relations and Publications Committee to strengthen the communication between teachers and students. Students' opinions were followed up by the school administration.
- (7) In addition to the SERP offered by the Studies Department and remedial classes offered by the core subjects, the Counselling Department also organized tutorial classes for low achievers and SEN students in order to give them support in their academic performance.

2. Empowering students to build on their strengths

- (1) With the joint effort of the Counselling Department, the Discipline Department and the Religion Department, PERMA Day was held twice, in November and May. A special timetable was used to make room for class periods and fun activities during recess, lunchtime and after school. To enhance positive emotions, no assessments, homework collection, tutorial classes or detention class were arranged on that day. 83.5% of students and 73.9% of teachers agreed that organizing PERMA Day is helpful.

3. Guiding students to embrace the positive values in life

- (1) According to the student survey, 84% of respondents found that school activities can give them positive emotions and build positive relationships.
- (2) To echo the school theme “rejoicing at 40 years of God’s grace and fellowship” and to enhance positive emotions and positive relationships, a series of activities was launched. The Theme Song Writing Competition and School Theme Song Singing Contest were held to cultivate students’ sense of belonging. The compilation of the hymnal *Praise with All Our Heart* (讚頌曲) in which the hymns were selected by former school supervisors, former principals and teachers, together with the 40th Anniversary Thanksgiving Service, helped students connect the present with the past and counting God’s blessings to the school.
- (3) To show appreciation and to nurture a positive culture, students with outstanding performance in each class were elected by their classmates and class teachers to be the ‘Star of the Class’.
- (4) Guest speakers were invited to talk about PERMA elements in assembly periods to guide students to have a positive mindset. 70.6% of student respondents found that they understand the basic meaning of “PERMA”.
- (5) Counselling Prefects were trained to carry out the Big Brothers and Sisters Caring Scheme. The programme not only provided support for S.1 students to adapt to a new environment, but also helped building up healthy relationships among students.
- (6) Through various workshops, adventure activities, day camp, etc., the 3-year Leadership Training Scheme and prefect training helped foster sustaining team spirit among student leaders.
- (7) Teachers and students were allowed to wear casual attire during special events like PERMA Day and the PTA fundraising show. According to the surveys concerned, 82.6% of teacher respondents and 94.8% of student respondents agreed that this helps create a joyful atmosphere.
- (8) To foster students’ mental well-being, workshops were organized for S6 students to help them cope with stress. Besides that, some counselling prefects were recruited to take part in a mental health first aid course co-organized by Hong Kong Children and Youth Services. Booth games were held as well to arouse students’ awareness of the importance of mental health.

4. Developing a school-based positive education programme

- (1) To conduct positive values education, 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-bullying, cyber deception, being law abiding, reconciliation and facing challenges through walking with Jesus. Most teacher respondents (91.3%) and student respondents (80.4%) gave positive response in this respect.

- (2) 73.9% of teacher respondents and 71.1% of student respondents agreed that the implementation of NSE education in various subjects helps enhance students' positive values towards the nation.

Reflection

1. The PERMA Day, which addressed Major Concern 2, was a success. Besides the joint effort of various departments, the school put a lot of resources and made adjustments to the timetable to facilitate the smooth launch of the event.
2. With the introduction of the PERMA elements to teachers and students, the school should further explore how to integrate the PERMA elements with the core values put forward by the EDB so that Major Concern 2 can echo the values education curriculum.
3. The prevalence of COVID-19 has adversely affected all sorts of leadership training. In the past three years, student leaders were mostly trained online and they lacked hands-on experience in organizing large scale activities. In consequence, students found it challenging to take up their roles as leaders as extra-curricular activities and school services gradually resumed.
4. Although there have been some minor amendments to the school rules and the demerit waiving scheme, a thorough review of the current award and punishment system has not been made. As the current set of school rules has been used for decades and it is vital to maintain students' discipline, careful planning is necessary before making any major changes.
5. In short, the targets of Major Concern 2 have partly been achieved. They will be incorporated as the major tasks in the coming academic year.

Feedback and Follow-up

1. Further review of the arrangements of the PERMA Day, like wearing casual attire, will help optimize the event.
2. To integrate the PERMA elements and the core values stated in the values education curriculum, careful planning by the school administration is necessary so that students can lead a healthy lifestyle.
3. Various leadership training programmes, with emphasis on generic skills like communication, problem solving and collaboration skills, should be resumed fully so that students leaders can be well-equipped. Furthermore, the school can provide information on different training programmes for capable student leaders.
4. To incorporate more elements of positive education, the Discipline Department should work out a schedule so that the school rules as well as the award and punishment system can be reviewed thoroughly.

Major Concern 3: To develop creative thinking skills in learning and teaching

Achievements

1. Developing creative thinking skills in learning

To promote students' creative thinking skills, such as experimentation, communication and organization in various subjects, display boards were designed and wise sayings and proverbs about creative thinking were posted in the hallways, on the TVs at the entrance, and in the tuck shop throughout the year. Both teachers and students gave positive feedback on the display boards with a creative question set for students to respond. In late October, during the Junior Form Assembly, an expert in creative education introduced creative thinking skills in the learning of algebra, which is a branch of mathematics, to S.1 to S3 students. In mid-May, the English Language Arts Assembly was held for both junior and senior forms where students presented a variety of genres, including show and tell presentations, interpretative readings, public speaking and debates. S.3 L&S Inter-class Forum and Inter-class Debate were also held. The assemblies offered a wide range of creative educational opportunities for students. In addition, the Creative Note-taking Competition was conducted in April to encourage students to apply their creative thinking skills in learning. The S.1 and S.2 Academic Award Scheme, which commenced at the start of the first and second terms respectively, encouraged students to demonstrate their creative thinking processes through various means, such as texts, mind-maps, and posters. Book promotion video competitions were organized by both English and Chinese panels to encourage students to apply their creative thinking skills. Students in each form also participated in various project works such as model building in History.

2. Developing creative thinking skills in teaching

This year, a cross-curricular collaboration was created between the English and Mathematics panels as well as the English and Geography panels to design and conduct language across the curriculum lessons that encourage students to creatively tackle problems. Level-appropriate activities were designed to cater to the learning needs of students. Additionally, the school-based STEAM curriculum and lesson plans for S.1 and S.2 were developed in collaboration with teachers in the STEAM working committee to enhance students' science literacy, creative thinking skills, and problem-solving abilities. Two lessons were conducted in a six-day cycle throughout the year. Cross-curricular teaching projects, e.g. situated learning practice in Drama in Education in Chinese, were incorporated to enhance students' creative thinking skills. Subject panels were encouraged to incorporate elements of creative thinking in the curriculum by highlighting their application in teaching schedules. Subject panels were invited to submit one lesson plan for junior forms and one for senior forms on creative thinking skills.

3. Strategies for staff development

On the first Teacher Collaboration Day in late October, teachers were presented with a booklet containing examples of creative thinking skills, such as divergent thinking, and how these skills were put into practice in the current subject content and task design. During the third Teacher Collaboration Day, which took place in late March, subject panels were invited to design one lesson plan each for junior and senior forms, with a focus on incorporating creative thinking skills. Teachers were encouraged to take courses on creative skills as part of the professional development programme. Additionally, a list of IT tools and eLearning resources to facilitate teaching of these skills was prepared. Besides that, creative thinking skills were incorporated in all lesson observations.

4. Curriculum Review

To incorporate creative thinking skills in the curriculum, the existing curriculums of subject panels were reviewed. During this review, the current formative and summative assessments were evaluated to identify opportunities to foster creative thinking skills. By taking this approach, the curriculum was developed to support the development of these skills, helping students to think outside the box and approach problems in creative ways. It was observed that the assessment rubrics on creative thinking skills were incorporated in the formative and summative assessments.

Reflection

1. Consolidating the targeted creative thinking skills in learning

This year, students were introduced to three main creative thinking skills: experimentation, communication, and organization. According to the Stakeholder Survey, the mean score for 'application of learning strategies' was 3.4 out of 5 – ranking third in students' views on learning. Therefore, given the relatively low mean score, it is highly recommended to provide students with more opportunities to reinforce these skills in the upcoming academic year. Furthermore, considering the relatively lower participation rate of senior form students due to their packed study schedule, it would be beneficial to incorporate elements of creative thinking skills into daily teaching and events such as the Senior Form Assembly conducted by the Studies Department.

2. Consolidating the targeted creative thinking skills in teaching

According to the data from the Stakeholder Survey, teachers rated the 'teaching of learning strategies' relatively high with a mean score of 4.2, in their views on teaching. However, students rated the 'provision of guidance in learning strategies' with a mean score of 3.6, in their views on teaching. Based on the disparities in the mean scores, it may be necessary to

allocate more time in the coming academic year to reinforce and review these creative thinking skills to better assist students in mastering them.

3. Increasing staff development opportunities for implementing creative thinking skills into the curriculum

Based on the Stakeholder Survey data, teachers gave a rating of 3.6 to the statement 'the teacher professional development activities organized by the school are of great help to me in performing my duties'. This statement ranked fifth in their views on teachers' professional development. This aligns with the findings from the School KPM Report, which received a mean score of 3.7 out of 5 in teachers' perception of professional development. These findings indicate that the two workshops on creative thinking skills, held during Teacher Development Day I and III, were somewhat helpful in helping teachers implement creative thinking skills in their teaching. However, it would be beneficial to conduct additional workshops on this topic, which could further strengthen the implementation of creative thinking skills into the curriculum.

4. Continuous review of the current curriculum

The elements of creative thinking skills in lesson design and different forms of assessments across subject areas should be continuously reviewed and strengthened in the subsequent academic year to ensure that initiatives are in place to meet short-term and long-term goals for the implementation of creative thinking skills in teaching. Based on the Stakeholder Survey, both statements 'subject panels are able to monitor curriculum implementation of their own subjects' and 'the performance assessment methods adopted by subject panels effectively assess students' performance' received a mean score of 3.9 out of 5. These statements ranked first and second, respectively, in the category on teachers' views on school curriculum and assessment. The School KPM Report yielded similar results, with teachers giving a mean score of 3.8 out of 5 on teachers' perception of curriculum and assessment. Moreover, the STEAM curriculum for S.1 and S.2 will be refined with the continuous support of an external institution and colleagues in different subject areas.

In brief, the targets outlined in the Major Concern 3 have been achieved. However, ongoing efforts need to be made next year to further reinforce the application of creative thinking skills in learning and teaching.

Feedback and Follow-up

1. Language Proficiency

To help students become proficient in biliterate communication for better study and life, it is important to continue offering a wide range of language activities that enhance their communication skills in English and Chinese in the upcoming academic year, for instance, the English Language Arts Assembly, which includes a diverse range of genres such as show-and-tell presentations, interpretative readings, public speaking, and debates for both junior and senior forms. Furthermore, organizing the S.3 L&S Inter-class Forum and Inter-class Debate would also be beneficial in fostering effective communication skills among students.

2. Generic Skills

To facilitate students in developing and applying one of the nine generic skills, as stated in the Key Learning Area Curriculum Guide for Primary 1 to Secondary 6 (2017), specifically creativity, in an integrative manner, and to assist them in becoming independent and self-directed learners for future studies and work, the school will continue with this year's practices in learning and teaching. For example, diverse opportunities will be created to encourage students to demonstrate and consolidate their creative thinking processes. To further support the development of students' creative thinking skills, subject panels will be encouraged to incorporate creative thinking elements into the curriculum, highlight their application throughout teaching schedules, and strengthen lesson designs that foster creativity. Additionally, extra workshops on this topic will be offered.

- ◆ This information will be used to inform the planning of the next Annual School Plan.

(3) Our Learning and Teaching

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

Financial Summary 2022-2023

	BALANCE B/F (\$) DR.	INCOME (\$)	EXPENDITURE (\$)	BALANCE C/F (\$)	Refund to EDB (\$)
Government Funds					
(A) EOEBG					
(1) Administration Grant		4,360,272.00	4,461,815.33		
(2) Capacity Enhancement Grant		654,502.00	636,769.66		
(3) Composite Information Technology Grant		503,136.00	427,349.71		
(4) Air-conditioning Grant		597,446.00	597,446.00		
(5) School-based Management Top-up Grant		51,615.00	27,062.50		
(6) EOEBG Baseline Reference		1,906,097.51	2,180,155.59		
		8,073,068.51	8,330,598.79		
+ Other Income		997,984.29			
		9,071,052.80			
School Specific (A1) - (A5)			6,150,443.20		
Non-School Specific (A6)			2,180,155.59		
		9,071,052.80	8,330,598.79	740,454.01	
Surplus brought forward from previous period/year	5,336,819.73			5,336,819.73	
				6,077,273.74	
Prior year(s) adjustment				-	
				6,077,273.74	
(B) Salaries Grant					
(1) Teaching Staff		38,970,180.66	38,971,680.66		
(2) Supply Staff		5,332.00	5,332.00		
(3) Teaching supporting Staff		1,625,605.00	1,625,605.00		
Surplus / (Deficit) for the year		40,601,117.66	40,602,617.66	(1,500.00)	
Surplus / (Deficit) brought forward from previous period/year				-	
Surplus / (Deficit) forward to next year				(1,500.00)	
(C) Grant Accounts Outside EOEBG					
(1) Setting / Subsidizing Expense of Parent-Teacher Association	5,619.47	5,855.00	3,897.30	7,577.17	0.00
(2) Special Home-School Co-operation Grant	-	17,000.00	17,000.00	-	0.00
(3) School-based After-school Learning and Support Programmes	58,000.00	54,000.00	32,060.00	79,940.00	25,940.00
(4) Learning Support Grant for Secondary Schools	38,925.30	685,840.00	661,421.69	63,343.61	0.00
(5) Diversity Learning Grant (Other Programmes)	74,040.00	84,000.00	86,783.75	71,256.25	0.00
(6) Diversity Learning Grant (Applied Learning Courses)	-	44,235.00	44,235.00	-	0.00
(7) Senior Secondary Curriculum Support Grant	624,669.58	8,040.00	632,709.58	-	0.00
(8) Moral and National Education Support Grant	230,937.63	-	7,706.32	223,231.31	0.00
(9) Information Technology Staffing Support Grant	113,752.37	327,588.00	289,545.00	151,795.37	0.00
(10) Grant for the Sister School Scheme	146,061.87	159,955.00	147,334.63	158,682.24	0.00
(11) Promotion of Reading Grant	6,678.96	63,982.00	57,893.19	12,767.77	0.00
(12) Life-wide Learning Grant	1,147,219.61	1,195,613.00	1,405,940.53	936,892.08	0.00
(13) School Executive Officer Grant	192,780.77	558,729.04	646,469.25	105,040.56	0.00
(14) Special Anti-epidemic Grant 2022	-	-	-	-	0.00
(15) Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	295,001.00	-	6,340.00	288,661.00	0.00
(16) Sixth Round of Anti-epidemic Fund " Cleansing and Security Services Provider Subsidy Scheme for Non-government Schools and Kindergartens	-	20,000.00	20,000.00	-	0.00
	2,933,686.56	3,224,837.04	4,059,336.24	2,099,187.36	25,940.00
(D) Teacher Relief Grant-Annual recurrent	457,680.78	223,600.00	134,160.00	547,120.78	
Teacher Relief Grant-Optional	3,165,945.72	5,030,540.00	5,248,777.64	2,947,708.08	
	3,623,626.50	5,254,140.00	5,382,937.64	3,494,828.86	
(E) Student Activities Support Grant	-	74,750.00	51,012.00	23,738.00	23,738.00
					23,738.00
School Funds	8,281,503.82				
(1) Tong Fai		83,400.00		83,400.00	
(2) Profit on Sale of Exercises Books and Stationery		(7,366.54)		(7,366.54)	
(3) Profit on Sale of School Uniforms		149.50		149.50	
(4) Tuckshop Rental		90,650.00		90,650.00	
(5) Donations		349,235.00		349,235.00	
* (6) Other Income		1,835,962.16		1,835,962.16	
(7) QEF E-learning Funding Programme			64.00	(64.00)	
** (8) Appropriations			1,574,472.00	(1,574,472.00)	
*** (9) Other Expenditure			1,367,302.57	(1,367,302.57)	
Accumulated surplus/(deficit) carried forward to next year		2,352,030.12	2,941,838.57	7,691,695.37	