

Li Sing Tai Hang School

School Report 2012-2013

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1 Our School

1.1 Motto

High importance is attached to providing students with an all-round education. The school motto is “Wisdom, Benevolence and Courage”. Fostering students’ self-learning skills and nurturing in them a strong interest in the pursuit of knowledge are necessary for developing their wisdom.

Furthermore, the school puts emphasis on benevolence and caring for others. The latter is considered to be essential for the further advancement of society. The school also believes that with a positive attitude towards life, students can face difficulties with courage, and a promising future is guaranteed.

1.2 Background

Li Sing Tai Hang School is an aided primary school, founded by the Tai Hang Residents’ Welfare Association in 1958 to provide educational opportunities for local children. Inspired by the spirit of education for all, the school turned into an English-medium primary school in 2003, providing quality education for non-Chinese speaking (NCS) students from different countries. In 2005, the Incorporated Management Committee (IMC) was established, enabling greater autonomy and flexibility in school management.

1.3 Facilities

The school has twelve air conditioned classrooms which are fully equipped with a computer, projector and visualizer to promote interactive learning. To further aid students’ learning we have a music room, a computer room, a dancing room, a remedial room, a Teaching Resources room and a PE equipment room. Our library has a wide range of Chinese and English books for the students to enjoy.

On the ground floor we have the school hall and the medical room. In addition we have a large playground with a fish pond and many trees, flowers and plants to create a pleasant and green environment for the students.

1.4 Management

In 2005, the Incorporated Management Committee (IMC) was established, enabling greater autonomy and flexibility in school management.

1.4.1 IMC Organization

Member	Sponsoring Body	Principal	Teacher	Parent	Alumni	Independent
Number	6	1	2	2	1	1

1.4.2 IMC Members

Chairman: Mr. Ho Choi Chiu

Manager: Mr. Mr. Lam Chuen Tim, Tam Sheung Yue Joseph, Mr. Lee Hon Man Nicholas, Ms. Sung Man Suk Obance, Ms. Choi Fung Ying Irene, Mr. Wong Kam Fai, Mr. Lam Sek Kong, Ms. Yip Siu Lai, Mr. Alex Chiu, Mr. Canon Nelson Samson

Alternative Manager: Ms. Rita Chan, Mr. Arokiasamy Lourdusamy

2. Our Students

2.1 Class Organization

Class Number

Class	P.1	P.2	P.3	P.4	P.5	P.6	IRTP	Total
No.	2	2	2	2	2	2	1	13

Student Number

Class	P.1	P.2	P.3	P.4	P.5	P.6	Total
Boys	17	23	24	32	23	32	151
Girls	24	20	24	22	30	26	146
Total	41	43	48	54	53	58	297

2.2 Attendance

Class	P.1	P.2	P.3	P.4	P.5	P.6
Attendance Percentage	95.4%	96.3%	95.8%	96.9%	96.4%	96.5%

2.3 Nationalities

Nationality	Filipino	Pakistani	Nepalese	Indian
No.	121	65	40	19

Nationality	Chinese	Japanese	English/ American/ France/ Canadian	Others*
No.	18	5	14	15

*Indonesian, Thai, Sri Lankan

3 Our Teachers

3.1 Qualification

Qualification	Master Degree or above	Bachelor Degree
Percentage	42%	50%

3.2 Teacher Certificate: 100%

3.3 Teaching Experience

Years of teaching	0-4 years	5-9 years	Above 10 years
Percentage	15%	31%	54%

3.4 Staff Development

To fulfill the needs of our school development, our school arranged 3 Staff Development Days and some after school teacher training workshops. Teachers exchanged professional experience and ideas through a First Aid workshop, Chinese and English speaking skills workshops, a Questioning technique workshop for English teachers, a problem-solving workshop for Mathematics teachers, a Speech Articulation Workshop and a “Mental Illness in Children” Workshop. The total hours of professional development were 1,068 hours.

In the aspects of learning and teaching, our school has joined the Chinese Language Support Scheme for non-Chinese students arranged by the EDB. Starting from 2011-2012, our Mathematics teachers have been supported by the Mathematics Teaching Enhancement Scheme (Seed Programme) run by the EDB. To cater for the learning and teaching of Non-Chinese students, the workshops offered by the EDB have inspired our staff in their teaching.

Our school has arranged pre-lesson preparation and discussion, lesson observation and follow-up evaluation meetings after class observation. With the help and support from the EDB Chinese and Mathematics Advisors, the workshops provide a platform for teachers to analyze students’ performance and follow up work like class discussion and also to give individual support.

Through the workshops and meetings, all the teachers have had a good chance to review the learning and teaching methods in our school and evaluate the effectiveness of the enhancement measures. Teachers also agree that systematic and continuous training can help them to have a better understanding of our school development as well as curriculum development.

4. Our Learning and Teaching

4.1 Features:

4.1.1 Flexible lesson time

4.1.1.1 To make the learning and teaching more effective, the duration of a lesson is 50 minutes.

4.1.1.2 Every day before and after the formal and regular lessons, there are 15 minute and 25 minute class periods respectively. They provide a good chance for the class teacher to perform moral topics and have a class meeting with the students.

4.1.1.3 All our students spend at least 9 hours of their school life at school. Our school arranges academic sessions in the morning and non-academic or school activities sessions in the afternoon.

4.1.2 Whole school approach of catering for diversity

4.1.2.1 Whole school approach; established student support group.

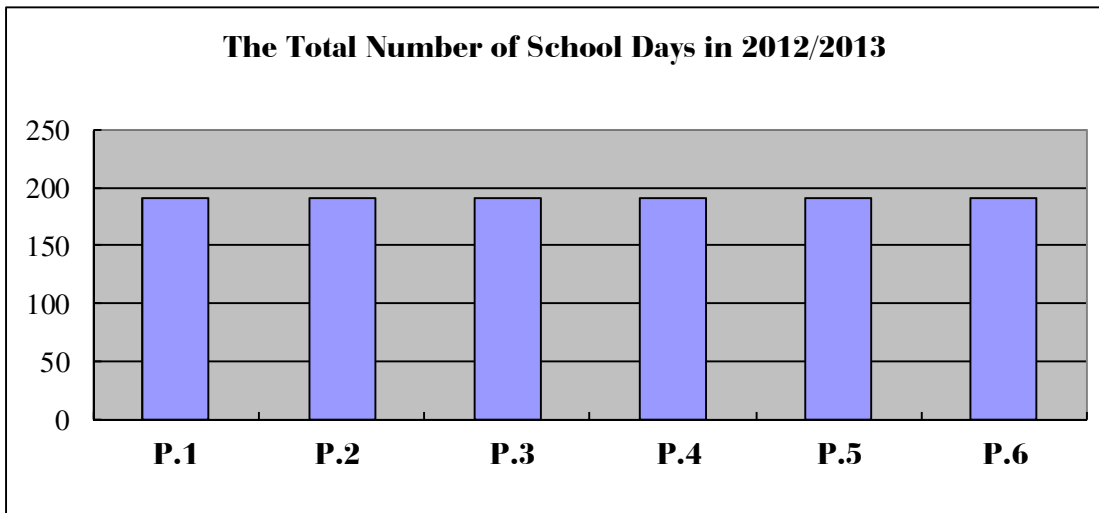
- 4.1.2.2 Have elite and remedial programmes, after-school group and individualized Educational Plan to fit student's need.
- 4.1.2.3 'Peer tutoring program' to help younger forms.
- 4.1.3 Holistic support for students
 - 4.1.3.1 ECA time to develop students' potential.
 - 4.1.3.2 Scout and prefect service and team to develop discipline and leadership skills
 - 4.1.3.3 Arrange different learning activities, project learning activities, visits and competitions.
 - 4.1.3.4 To build good morals through the guidance and discipline teams and to continue to implement the Comprehensive Guidance Service Plan and arrange students to visit elderly homes.
 - 4.1.3.5 'Buddies Scheme' to help P1 and new students to learn more about our school and develop P6's responsibility.
 - 4.1.3.6 'Model Student' Programme to identify students' positive attributes.
 - 4.1.3.7 'P1 and P2 self-care and routine training programmes' to help the younger forms become more independent.
 - 4.1.3.8 Establish the 'Finish homework scheme' to develop students' responsibility.
- 4.1.4 Four Key Tasks
 - 4.1.4.1 Reading to learn:
 - 4.1.4.1.1 2 Reading Mornings a week to develop reading habits.
 - 4.1.4.1.2 Chinese and English Reading scheme
 - 4.1.4.1.3 Rainbow Reading Reward Scheme to develop students' interest in reading and to increase their reading volume.
 - 4.1.4.1.4 Reading Corner in the hall to enhance reading atmosphere.
 - 4.1.4.1.5 Book Fair is held every year
 - 4.1.4.1.6 School Library open daily
 - 4.1.4.2 I.T.: Integrated in all subjects
 - 4.1.4.2.1 To offer students opportunities to learn the objectives and key content in different aspects, IT teaching was integrated in all subjects.
 - 4.1.4.2.2 To create opportunities for students to learn more, subjects teachers encourage and teach students try to search information through different websites.
 - 4.1.4.2.3 Computer Room open daily, students can browse the websites during first recess, lunch recess and after school tutorial period
 - 4.1.4.2.4 To cope with the school based curriculum, school based IT platform has been developed
 - 4.1.4.2.5 To help students maximize exposure to more learning resources, our teachers advised students to use some online learning resources as they arouse the students' interest and gave the students to have more chances to learn in a fun way.
 - 4.1.4.3 Project Learning:
 - 4.1.4.3.1 Our school had two highly enjoyable Project Learning Days on 28th and 29th January, 2013. The Project Learning Days are very important and useful for our students as they give them a chance to learn in fun, interactive and diverse ways.

4.1.4.3.2 Science Exploration Day and Social Science Exploration Day were arranged for P.1-6 students. Different themes for different levels were as follows:

Science Exploration Day	
P.1	Exploring different properties of materials
P.3	Sliding a Wooden Stick
P.5	Purchasing Manager
Social Science Exploration Day	
P.2	Understanding people around us in different jobs
P.4	Understanding Tai Hang
P.6	Career Big Future

4.1.4.4 Moral & Civil Education: To enhance students' characters and morals through class teacher sessions and morning assemblies. There were about 40 students who joined in the 10 Moral Topics this year. The Moral Topics are: Self-Discipline, Clean and Tidy, Caring, Respect, Responsibility, Hardworking, Environmental Protection, Committed, and Persistence.

4.2 Lesson Time for Key Learning Areas



4.3 Hours for Different Subject Areas

P.1-3

Subject	Chinese	English	Maths	General Studies	Arts	Physical Education	Music	IT
Percentage	26%	22%	26%	11%	4%	4%	4%	4%

P.4-5

Subject	Chinese	English	Maths	General Studies	Arts	Physical Education	Music	IT	Putonghua
Percentage	25%	21%	25%	11%	4%	4%	4%	4%	4%

P.6

Subject	Chinese	English	Maths	General Studies	Arts	Physical Education	Music	IT	Putonghua
Percentage	26%	22%	21%	14%	4%	4%	4%	4%	4%

4.4 Reading Habit: Students visit the library once a week on average.

5. Support for Student Development

5.1 Student Support

Our group has had three meetings this year in the following-up of students' progress and support efficiency. Also, the school has have participated in different meetings, e.g., to have IEP for nine students who need extra support. This year, the number of students with special needs (see chart below: 'Student Support Record' and 'Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education')

Student Support Record

Grade Level	P1	P2	P3	P4	P5	P6	Total
No. of Students	1	1	2	2	3	1	10
SEN Category	HI*	ID*, ASD*	ID*, ASD*	ID*	Behaviour & Emotional problems, ADHD*, ID*, ASD*	SpLD	

Specific Learning Difficulties (SpLD)
Intellectual Disability (ID)
Autism Spectrum Disorders (ASD)

Attention Deficit/Hyperactivity Disorder (AD/HD)
Speech and Language Impairment (SLI)
Hearing Impairment (HI)

**Individual Education Plan is done to follow-up on students' special need.*

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education

1. Policy	<ul style="list-style-type: none"> ● 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. ● We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN.
2. Resources	<p>To facilitate our school's support to students with SEN and academic low achievers (ALAs), the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> ● Capacity Enhancement Grant; ● Intensive Remedial Teaching Programme; ● Whole School Approach to Integrated Education Programme; and ● Enhanced Speech Therapy Grant.
3. Support measures and allocation of resources	<p>Students with SEN and ALAs are provided with the following support measures:-</p> <ul style="list-style-type: none"> ● A student support team headed by the Guidance Panel is established. The team members include the subject teachers,

	<p>Integrated Education Teacher, Intensive Remedial Class Teacher, and professionals, e.g. the school social worker</p> <ul style="list-style-type: none"> ● Include one Integrated Education Teacher, one Intensive Remedial Class Teacher, and one Integrated Education Teaching Assistant are employed in the implementation of the Whole School Approach to catering for student diversity; one additional Teaching Assistant. ● Provided after school Remedial Classes and Intensive Remedial Classes for ALAs, which include P4 Chinese and P3 Mathematics. ● School-based speech therapy service is hired to offer individual/group training/therapy sessions to students with speech and language impairment. ● With the assistance of teachers, tutors and teaching assistants to provide after-school tutorials for those students in need. ● Homework and assessment accommodations are provided to students in need ● Students of the junior classes (P1) are supported by those from the senior class (P5) through peer tutoring once a week. ● Invited organisation to conduct staff development program on “Mental Illness in Children” Workshop
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5.1.1 Counseling Service: The following activities were conducted this year to meet student’s different needs and development.

Preventive Talks:	<ul style="list-style-type: none"> ● Emotion Fighters (P1-3) ● Emotional Management Talk (P4-6) ● Sex Education Talk (P1-6) ● Drug Talk (P1-3, 6)
Leadership:	<ul style="list-style-type: none"> ● ‘I-Challenge’ Adventure Training Activity (P5) ● Prefect Training ● Buddy Scheme (P1&P6)
Groups:	<ul style="list-style-type: none"> ● “Social Skills Group” Luncheon (P6) ● Concentration Group ● Emotional Group ● Care Ambassadors ● Self-Confidence Group
Personal Growth:	<ul style="list-style-type: none"> ● Personal Growth & Homework Tutorials ● Personal Growth Lessons ● Self Care Programme (P1-2) ● P6 Graduation Camp
Career:	<ul style="list-style-type: none"> ● S1 Mock Interview (P5-6) ● Future Planning Workshop (P5-6) ● University City Hunt (P5-6)
Integration:	<ul style="list-style-type: none"> ● Cantonese Class (P1,3,5,6) ● Know more about Hong Kong- New Arrival Program ● Balloon Making Integration Programme (P4-6) ● The Kids on the Block – Puppet Troupe

	<ul style="list-style-type: none"> ● Chinese New Year Fair Visiting Program ● Christmas Caring Program ● Lunch Sharing Session – Celebration of Christmas
Parent Activities:	<ul style="list-style-type: none"> ● ‘Loving our Family’ Chocolate making and parenting skills sharing workshop

5.2 Integrated Education

Based on the whole-school approach and the needs of students, Individualized Education Plans (IEPS) are drawn up. IEPS have an active and positive effect on the physical and mental development of students, helping them to gain positive attitudes and values. IEPS also focus on identifying the difficulties of students in learning and social communication, in order to enhance their skills and abilities in these areas.

6. Student Performance

6.1 Academic performance

Students’ English, Mathematics and Chinese performances have improved.

6.2 Non-academic performance: Attained 28 prizes

- 6.2.1 Multi-intelligence Activities: French, Chinese Speech, English Speech, Mathematics Elite Programme, Chinese Elite Programme, P.6 Mathematics Enrichment Class, P.3 Mathematics Enrichment Class, Advance Drawing, CYC, Cub Scout, P.1 Typing, Table Tennis, Origami, Recorder, Melodica, Cantonese Class, Smart Kids.
- 6.2.2 After School Activities: Violin, Choir, Guitar, Jazz Dance, Taekwondo, Cricket, Track and field, Table Tennis, Volleyball.
- 6.2.3 In-school activities: 36 items
- 6.2.4 Out of school activities: 33 items

7 Achievement and Reflection on Major Concerns

7.1 Major concern 1: To develop elite students

Target	Achievement	Reflection	Feedback and Follow Up
To enhance elite students' Chinese level	<p>Target achieved</p> <ol style="list-style-type: none"> 1. Elite students completed Chinese System Reading Comprehension Test. They could master different text types such as letters, cards, invitation cards, diaries, journals and book reports. 2. Teachers adapted different methods to further enhance elite students, for example, extra supplementary exercises, higher expectations in sentence making, writing diaries and journals etc. Students were required to talk to teachers about newspaper articles or readers outside classrooms. They were also required to read aloud stories during lessons. 3. According to the assignment review, the average score was 3.6 which was above the school average. 4. In the first term test, the average mark of elite students was 82. In the second term exam, their average mark rose to 91 which showed significant improvement. 	There is individual difference among elite students, thus teachers need to provide individual guidance to them after lessons.	There is significant improvement of elite students' reading and speaking skills. However, there is still room for improvement in writing.

Target	Achievement	Reflection	Feedback and Follow Up
To enhance elite students' English writing skills	<p>Target achieved</p> <ol style="list-style-type: none"> 1. Number of students who got a merit in reading increased from 10 last year to 28 this year. Also the number of students who got a merit in writing increased from 8 last year to 19 this year. 2. According to the school-based English assessment evaluation, the average mark in the first term test was 79% and 88% in the second term exam. The number increased by 9%. 	There is room for improvement in terms of writing and catering for individual difference.	The school-based writing assessment rubric can be adjusted based on the ICAS marking scheme.
To enhance elite students' Mathematics level	<p>Target achieved</p> <ol style="list-style-type: none"> 1. Elite students' accuracy in assessments was over 80%. Most of them were familiar with the tasks and their calculation speed was quite fast. 2. The average score of assignments for elite students was 3.4 which was quite satisfactory. 3. From daily observation, most students were used to circling key words of questions. 4. TSA questions types were infused into daily assignments in order to help students familiar with the question types. 	Even though TSA question types have been infused into daily tasks, the quantity can be increased.	<ol style="list-style-type: none"> 1. Next year, potential students can be chosen to join the Mathematics elite programme which will be extended to all grade levels. 2. Continue to infuse TSA question types into daily ✪worksheets and set them as the focus of assignment review.

7.2 Major Concern 2: To help students to integrate into Hong Kong society and develop a sense of civic responsibility

Target	Achievement	Reflection	Feedback and Follow Up
To map out the Moral and National Education Curriculum Framework	<p>Target achieved</p> <p>Moral and National Education Curriculum had been reviewed. Based on the review and the existing curriculum, there is sufficient time for teaching moral and national education. Therefore, there is no need to set it as an individual subject.</p>		<p>Personal Growth lessons can be used to reinforce the areas that are not covered currently. External organizations can be invited to design a school-based curriculum.</p>
To set up “Integration Programme”	<p>Target achieved</p> <ol style="list-style-type: none"> 1. There were 19 visits this year. All the visits were related to different subjects 2. All subject teachers designed worksheets for the visits. The worksheets consolidated the knowledge gained during the visits. 	<ol style="list-style-type: none"> 1. Some of the locations do not provide English tours and students found it quite difficult to understand the content. 2. Some teachers reflected that there was not enough time for students to complete worksheets. 	<ol style="list-style-type: none"> 1. Since the Chinese listening skills of lower form students is quite weak, English teachers can be invited to lead the tours if English tour services are not available. 2. If students cannot finish worksheets during the visits, they can finish them during General Studies lessons.
Social services	<p>Target achieved</p> <ol style="list-style-type: none"> 1. Based on the feedback from teachers and the social worker, most students enjoyed the social services such as visiting centers and joining performances. 2. All students had sufficient preparation time and their effort was appreciated. 		<ol style="list-style-type: none"> 1. Students can be appreciated for their effort during morning assembly. 2. More social services opportunities can be sought.

7.3 Major Concern 3: To enhance students' speaking skills

Target	Achievement	Reflection	Feedback and Follow Up
To enhance students' speaking skills in Chinese	<p>Target achieved</p> <ol style="list-style-type: none"> 1. Professional development aimed at further developing students' speaking skills. Their average score in speaking assessment was 4, which was satisfactory. 2. Based on lesson observations, students' speaking skills were improved. They knew how to use time, place, people, and emotion to tell stories. 3. In the speaking assessment in the first term exam, picture description was added in all grade levels. The average mark of the first term exam was 61 and the passing rate was 62%. The average mark of the second term exam was 66 and the passing rate was 66%. Their performance was improved. 	Some weaker students lack confidence in speaking.	<ol style="list-style-type: none"> 1. Subject teachers invite weaker students to answer easy questions in order to improve their confidence. 2. After two years of lesson co-planning, all subject teachers can suggest and modify lesson design. Currently, picture description was focused. In the future, group discussion and research will be adopted.

Target	Achievement	Reflection	Feedback and Follow Up
To enhance students' critical thinking skills and speaking skills in English	Target achieved Based on lesson observation, students performed well in speaking and they scored 3.9 in assessments.		<ol style="list-style-type: none"> 1. Workshops were useful in enhancing teachers' professionalism. In the future, NET Section, EDB will be invited to provide more seminars. 2. Debate can be used to improve students' speaking skills. Next year, more joint-school debate competitions or activities can be organized. 3. Some higher grade levels can adapt debate in daily teaching.

8 Other Plans

Programme	Result		
	Achieved	Partly achieved	Not achieved
1. Capacity Enhancement Grant, Newly Arrived Children Support Grant, School-based After-school Learning and Support Programmes 2012-2013	✓		
2. Special Grant for Designated School 2012-2013	✓		

9 Financial Report (1/9/2012-31/8/2013)

Government Fund

	Income	Expense
Balance brought forward	\$1,165,411.47	
A01 EOEBG		
A0101 Basic / Baseline / Per Class		
A010101 Baseline Grant	\$485,055.14	
A010102 Stationery		\$16,357.30
A010103 Printing		\$90,716.80
A010104 Water		\$5,917.90
A010105 Electricity		\$111,947.00
A010106 Telephone		\$6,876.00
A010107 Postage		\$2,315.00
A010108 Travel		\$1,846.00
A010109 Accessories		\$3,320.80
A010110 Cleaning		\$23,743.45
A010111 Repairs		\$56,169.90
A010112 Furniture and Equipment		\$120,602.30
A010113 Medicine		\$1,886.00
A010114 Extra-curricular Activities	\$17,200.00	\$21,439.80
A010115 Student Book		\$1,525.60
A010116 Teacher Reference Book		
A010117 Staff training		\$3,000.00
A010118 Chinese		\$1,100.80
A010119 English		\$59,909.94
A010120 Mathematics		\$1,121.90
A010121 General Studies		\$1,005.00
A010123 Music		\$71.80
A010124 P.E.		\$4,496.19
A010125 Putonghua		
A010126 Discipline		\$1,835.20
A010128 Reading to Learn		\$2,000.00

		Income	Expense
	A010129	Project Learning	\$5,316.60
	A010130	Moral and Civic Education	
	A010131	Miscellaneous	\$34,135.10
	A010132	Counseling	\$695.90
	A010133	Curriculum	\$420.00
	A010134	Student Affairs	\$575.70
A0102		Composite IT Grant	\$291,795.00
A0103		Capacity Enhancement Grant	\$366,088.00
A0104		Student Guidance Serv Grant	\$255,702.00
A0105		S B NAC Support	\$68,142.00
A0106		WS Approach To Integrated ED	\$10,332.00
A0107		Admin / Rev Admin Grant	\$538,734.00
A0108		P / Fund (Admin / Rev Admin Grant)	\$57,369.62
A0109		Enhanced Speech Therapy Grant	\$60,804.00
A0110		Top Up Student Guidance	\$120,000.00
		EOEBG Summary :	\$3,436,633.23
			\$2,031,002.11
A04		Teacher Relief Grant	\$60,032.50
A05		Rent and rates	\$98,030.00
A06		Books and Transport Allowance	\$45.00
A07		Salaries for Teaching Staff	\$11,519,908.03
A08		Salaries for Non-teaching Staff	\$463,576.50
A09		Mandatory provident fund contributions	\$136,603.50
A10		I.T. Seed	\$4,000.00
A11		Family and School Cooperation	\$12,626.00
A12		Summer Induction Programme	\$111,600.00
A17		Bank interest & charge	\$12.96
A18		After-school Learning and Support Programmes	\$33,600.00
A19		Payable to EDB	\$6,594.60
A21		NCS Special Grant	\$900,000.00
A23		NET Baggage Allowance	\$1,400.00
A24		IT Special Grant	
A25		Olympic And Sports Grants	\$20.50
A28		EEG	\$150,355.68
A29		E-Learning One-off Grant	\$31,552.00
A30		Daily Substitute Teacher	\$2,162.00
A31		Community Care Fund-Provision of Lunch Subsidy	\$79,813.00
A32		Moral & National Education	\$133,756.46
A33		Intensive Supp For I.E.	\$145,152.00
A34		Upgrade Network Router	\$8,850.00
		Summary	<u>\$17,020,639.32</u>
		Surplus	<u>\$15,614,303.09</u>

School Fund

	Income	Expense
Balance brought forward	\$11,036.69	
B01 Non-Standard Fee	\$92,940.00	\$97,637.20
B02 Picnic Transportation	\$3,200.00	\$3,220.00
B04 School Dental Care Service	\$5,540.00	\$5,560.00
B06 Green Plan	\$2,000.00	\$2,000.00
B07 Student Books Fee	\$37,103.00	\$39,333.00
B08 Miscellaneous (A/C2)	\$9,347.90	\$1,700.00
B09 Donation and Public Relation	\$5,970.00	\$960.30
B10 School-based Chinese Curriculum	\$55,301.40	\$54,421.70
B11 Visual Arts	\$36,650.00	\$32,899.45
B12 Extra-curricular Activities-Other	\$23,860.00	\$24,640.00
B13 Electricity-Other	\$5,454.00	\$5,284.00
B14 Other Income		\$1,410.30
B15 Supplementary Exercise	\$60,494.00	\$60,494.00
B16 School-based English Curriculum	\$165,143.20	\$165,248.70
B17 E-class smart card	\$7,416.40	\$7,332.80
B18 General Funds	\$8,590.00	
B19 Raincoat	\$208.80	\$165.60
B20 Holiday Supplementary Exercise	\$6,177.80	\$6,177.80
B21 School Picnic		\$8,400.00
B22 After School Homework Tutoring	\$52,800.00	\$3,360.00
	Summary	
	<u>\$589,233.19</u>	<u>\$520,244.85</u>
	Surplus	
	\$68,988.34	

10 Feedback on Future Planning

Major concerns for next year:

10.1 To develop elite students

10.2 To enhance students' speaking skills