



# **Carmel Secondary School**

## **Annual School Report**

**2016-2017**

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## A. Our School

### Mission Statements

To provide holistic education in line with the truths expounded in the Bible, and to create a wholesome environment for the nurture of virtue, wisdom, athletics, community, aesthetics and spiritual life, so that not only are students' academic abilities enhanced, but their potential can also find expression and recognition. It is our mission that they learn about God, understand the Biblical truths, develop a fine character marked by self-discipline, grow up in faith, love and hope, and are eventually able to show their passion and concern for their country and society, to honor God and to contribute to mankind.

### School Motto

Self-discipline through the understanding of the Word  
Service to Mankind through faithfulness to the Lord

### Major Concerns

Gear Up  
Go the Extra Mile

## B. Our Learning and Teaching

### 1. Introduction

‘**Gear Up. Go the Extra Mile**’ continued to be our developmental highlights in 2016-17, the second year of our three-year School Development Cycle. The targets to achieve through the collaborative work of the Academic Affairs Committee (AA) and departments of various KLAs were as follows:

- a. To develop the trilingual capabilities of students;
- b. To facilitate acquisition of revision habits, work habits and time management skills;
- c. To enhance the library literacy of junior secondary students to enable them to effectively access information and acquire knowledge;
- d. To build connectedness between students and their parents through student-led conferences and among students themselves through student-directed academic activities;
- e. To promote professional development on gifted education;
- f. To expand teachers’ capabilities through school-based professional development initiatives and involvement in Seed and Quality School Improvement Projects, and to revise the junior secondary curriculum.

This part will:

- a. highlight the significant academic initiatives in 2016-2017 and academic support measures;
- b. review the effectiveness of these initiatives and their impact on learning and teaching;
- c. briefly outline our future direction

## 2. Major Concerns – Gear Up. Go the Extra Mile

### 2.1 Gear Up - Enhancement of Students’ Trilingual Capabilities

Reinforcement of this whole school drive included the increased frequency of Putonghua Speaking Days. Teachers as well as English and Putonghua Ambassadors wore badges and encouraged students to speak in English on Fridays and in Putonghua on two Wednesdays of each month. English and Putonghua lunchtime activities were also organized periodically.

Questionnaires were administered to S2-S5 students and their parents in the middle of the school year to collect feedback. Based on a five-point scale with 1 being ‘strongly disagree’ and 5 being ‘strongly agree’, the findings are as follows:

Parent Questionnaires (around 600 respondents) 1=strongly disagree; 5=strongly agree

Compared to last year, ...	S2	S3	S4	S5
1. my child has more confidence using <b>English</b> .	3.79	3.67	3.59	3.64
2. my child has more confidence using <b>Putonghua</b> .	3.58	3.48	3.48	3.44

Student Questionnaires (around 600 respondents) 1=strongly disagree; 5=strongly agree

Compared to last year, ...	S2	S3	S4	S5
1. I take more initiative in speaking in English in <b>English</b> lessons.	3.69	3.54	3.79	3.76
2. I take more initiative in speaking in English in <b>EMI</b> lessons.	3.7	3.53	3.75	3.58
3. I take more initiative in speaking in English on <b>English Speaking Days</b> .	3.32	3.23	3.58	3.31
4. I take more initiative in speaking in Putonghua in <b>Putonghua</b> lessons.	3.42	3.23		
5. I take more initiative in speaking in Putonghua on <b>Putonghua Speaking Days</b> .	3.12	2.96	2.87	2.65

Most figures are above 3 and variation across forms is not substantial. The figures regarding speaking in Putonghua on Putonghua Speaking Days are slightly lower, probably due to the fact that the Putonghua Speaking Day is less established than the English Speaking Day and that there are no Putonghua lessons in senior forms.

There will still be two Putonghua Speaking Days per month in 2017-18. More Putonghua Ambassadors will be mobilized to encourage schoolmates to speak in Putonghua.

## 2.2 Gear Up - Acquisition of Revision & Work Habits, and Time Management Skills

The *Secrets of Success* (SOS) booklet, which was compiled in 2015-16 to introduce revision strategies, work habits and time management skills, was revised to make it easier for junior form students to follow and to highlight time management strategies, namely, the priority matrix and procrastination management. The revised booklet was gone over by all colleagues, and the priority matrix and procrastination management introduced to all students in September.

There was clearer delineation of work than in the previous academic year, with class teachers focusing on time management skills and subject teachers working on students' note-taking/note-making habits and use of revision strategies.

The parent and student questionnaires reported on above also looked into students' note-taking/note-making habits, use of revision strategies and time management skills.

### 2.2.1 Note-taking/Note-making and Revision Habits

Student Questionnaire (around 600 respondents) 1=strongly disagree; 5=strongly agree

Items	S2	S3	S4	S5
1. I often take and make notes in lessons.	3.97	4.08	4.02	3.90
2. I do revision every day.	3.20	3.03	2.65	3.09
3. I revise three to four weeks before uniform tests and exams.	3.45	3.36	2.92	2.99
4. I use the revision strategies in <i>Secrets of Success</i> .	2.88	2.73	2.59	2.58

As can be seen from the figures above, note-taking/note-making has become a regular practice among students. Comments from the External School Review conducted in the year affirmed this observation.

However, there is still room for improvement as regards revision habits and use of revision strategies. Evaluation of the findings in the AA Committee and Department Heads' Meetings shed light on two directions to further explore in 2017-18:

- the balance between homework and revision
- further reinforcement of time management skills

### 2.2.2 Time Management Skills

Parents observed some improvement in their children's time management and ability to set priorities, as is shown in the findings below:

Parent Questionnaires (around 600 respondents) 1=strongly disagree; 5=strongly agree

Compared to last year, ...	S2	S3	S4	S5
1. my child has better time management.	3.34	3.28	3.34	3.37
2. my child has been more able to set priorities.	3.45	3.44	3.56	3.54

However, the findings from the student questionnaire indicate that the priority matrix and procrastination management may not be used even though they are seen to be possibly helpful. The figures for Items 5 and 7 are lower than those of Items 6 and 8 across all forms:

Student Questionnaire (around 600 respondents) 1=strongly disagree; 5=strongly agree

5. I often use the Priority Matrix.	2.95	2.73	2.56	2.58
6. I think using the Priority Matrix effectively helps	3.36	3.07	2.99	2.96

me set priorities.				
7. I often practise procrastination management.	3.20	2.93	2.72	2.79
8. I think procrastination management helps me do homework more efficiently.	3.47	3.30	3.11	3.02

Evaluation was also made through student interviews involving all teachers. Some students commented that they became more aware of the need to avoid procrastination, to make schedules and to-do lists, and to set priorities, but they did not yet know how to do these practically.

The priority matrix, procrastination management, as well as schedules and to-do lists, will still be focused on in 2017-18. The time management skills highlighted in each form will vary to better cater for the needs of students at different stages of learning.

### 2.3 Gear Up – Development of Library Literacy in Junior Secondary Level

The Library Literacy Programme was extended to S2 in 2016-17, and it has covered so far:

S1	<ul style="list-style-type: none"> <li>♦ Introduction of the CSS Library</li> <li>♦ Books Classifications Systems</li> <li>♦ Information Cycle (identification of different types of information sources)</li> </ul>
S2	<ul style="list-style-type: none"> <li>♦ Carmel Library Online Catalogue</li> <li>♦ Public Library Online Catalogue</li> <li>♦ Information Searching Skills</li> </ul>

Both S1 and S2 students were overwhelmingly positive about the programme in their questionnaire response. Over 90% of them reported having acquired skills for book search and being satisfied with the lessons.

The programme is to extend to S3 in 2017-18.

### 2.4 Go the Extra Mile – Build Connectedness

#### 2.4.1 Student-led Conference (SLC)

The SLC became a standard practice for school report card distribution in S1-S3 in 2016-17. Quantitative and qualitative feedback was collected through S1 parent and student questionnaires completed after the first school report card distribution and through a focus interview with eight students randomly chosen from S3. Both parent

and student questionnaire findings (See the table below for response to Questionnaire Item 10) and the focus interview affirmed that this mode of school report card distribution builds connectedness between students and their parents.

		<i>Please indicate to what extent you agree with the following:</i>	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
S1	127 Parents	10. I cherish the chance to talk with my son/daughter.	73.60 %	26.40 %	0	0
	127 Students	10. I cherish the chance to talk with my parent(s).	38.71 %	57.26 %	4.03 %	0 %

An S1 parent wrote a letter to school after the SLC to express her thanks. She listened to her child telling her about his struggles and effort, his strengths and weaknesses, his studies, his relationship with his schoolmates and his spiritual growth. Her child then discussed with her the goals to set and his expectations of the role she could play as a parent. She appreciated in particular her child's seriousness and sincerity, and applauded such a precious chance to listen to her child's sharing.

S3 students also welcomed the chance to talk to parents about their studies and school life in the focus interview. Some admitted that they did not often get such chances at home and that it was a good opportunity for them to show their parents their achievements.

Indeed, the SLC does not only contribute to parent-child connectedness. It encompasses the crucial self-directed learning element of goal-setting and attainment. An overwhelming majority of S1 parents and students agreed that the students were able to set clear goals (93.4% of parents; 100% of students), draw up concrete action plans (88.8% of parents; 90.3% of students) and work seriously to attain goals (91.2% of parents; 100% of students).

Students were encouraged to set goals on revision habits, work habits and time management, and 72.8% of the sampled S1-S3 students were able to achieve one or more goals in relation to these habits and skills. This met the criterion of 70% in the Annual School Plan 2016-17.

The APASO data from 2016-17 revealed encouraging progress in the categories of 'goal setting' (the mean being 2.86 in 2016-17 Vs 2.71 in 2015-16) and 'study plan' (2.90 in 2016-17 Vs 2.69 in 2015-16) at the junior secondary level, and this can be attributed to the student-led conference. Similar improvements at the senior secondary level are expected when the SLC is extended to S4 in 2017-18.



## 2.4.2 Student-directed Academic Activities

Subject leaders continued to perform leadership roles through planning and organizing lunchtime activities for their schoolmates. They attended two training sessions conducted by the Academic Administration and Student Support Committee to familiarize themselves with their role and duties.

Activities included a hologram demonstration and the making of bouncing balls from the Science Education KLA, a Geography game stall on water resources and related world problems and a Chinese History quiz & game stall (PSHE KLA), and a lunchtime Budget Forum organized by the BAFS Management students (TE KLA). Student participation was good.

Evaluation on this second year of implementation further attested that this practice builds connectedness among students, besides empowering the subject leaders and encouraging them to assume ownership.

Student-directed academic activities will be undertaken by the Chinese, Mathematics and PSHE KLAs and Liberal Studies in 2017-18.

## 2.5 Gear Up. Go the Extra Mile –

### Expanding Teacher Capabilities and Revising Junior Secondary Curriculum

#### 2.5.1 External Support Service

##### 2.5.1.1 Quality School Improvement Project

2016-17 was the second year our school took part in The Chinese University of Hong Kong's Quality School Improvement Project (QSIP). The focus was: A Whole School Approach to Implementing Self-Directed Learning as a Strategy to Cater for Learner Diversity. We received professional support at both school-wide and departmental levels.

School-wide professional support was mainly provided through the three staff development days. The QSIP team administered a self-regulated learning questionnaire to all students, systematically analysed the findings and demonstrated how to reinforce transfer skills through learning and teaching strategies. The ability to transform and transfer knowledge is vital to higher-order thinking.

In response to our concern about assignment design, quantity and quality, the QSIP team conducted sessions on assignment study and facilitated teachers' reflection on assignments. The professional exchange of experience and ideas laid the groundwork for further exploration of this issue in 2017-18.

Being fully aware that department heads are change agents and curriculum leaders, the QSIP team attended three of the six Department Heads' Meetings in 2016-17 and led department heads to examine in greater depth pedagogy and vertical planning that induce transfer of knowledge and skills, as well as each academic department's assignment policy and practice.

The QSIP team supported the Mathematics, Science, Geography and Liberal Studies Departments through examination of assessment data, critical analysis of curricular materials and lesson study. With the help of the QSIP team, teachers identified problem areas for students, designed lessons that tackled the problems, observed each other's lessons, conducted post-lesson discussion and made subsequent modifications to their curricular design, pedagogy and assessment. Teachers found this a fruitful experience and they developed useful learning and teaching strategies.

The QSIP team has obtained the school's consent to post online the good practices they developed with the Geography Department.

#### 2.5.1.2 Seed Project

The English Department participated for the second year in the EDB NET Section's 3-year Seed Project named 'Developing Critical Readers and Writers through Reading-driven Units of Work' (CRAW) . An S2 unit on dog meat eating was designed. Students' final project was to produce a Spark Video positioning their audience to understand and support their view. This production was good training for higher-order thinking and critical literacy.

English teachers were invited to introduce the units they designed to other project schools in September 2016 and June 2017, and the units received very positive feedback.

#### 2.5.2 School-based Professional Development

##### 2.5.2.1 Carmel Academy & Interactive Use of IT

Six more credit-bearing online courses were offered on the Carmel Academy, and the total number of courses available now reaches 11. Some courses are on the use of apps such as Nearpod and Kahoot for classroom teaching and others are on functions of Google and Excel.

Feedback from teachers collected through a questionnaire was that the courses enabled them to schedule their time, adjust their pace of learning, upgrade their IT skills and come up with teaching ideas. However, the length of the courses

might be a concern. It was therefore decided that online tutorials of shorter length will be provided in 2017-18.

Being a key task in Learning to Learn 2.0, interactive use of IT was an indispensable component in school-based professional development. Ten teachers from different departments joined an e-learning interest group led by the Information Technology Infrastructure and Development Committee (ITIDC). The group met to explore using IT as a means to conduct inquiry studies and foster collaborative learning. Members also attended a seminar on flipped classroom and had professional sharing with Baptist Lui Ming Choi Secondary School. They tried out pedagogy in lessons and discussed their experience in the meetings.

Upon the request of teachers from the PSHE KLA, the ITIDC conducted a workshop for PSHE teachers on the pedagogical use of IT. The strategies introduced were incorporated into PSHE's lesson study and the teachers commented that the workshop was immensely useful.

#### 2.5.2.2 Department Heads' Meetings

Professional development components were incorporated into Department Heads' Meetings, which are useful means to align visions and understanding among department heads. The meetings explored vertical planning of subject curriculums, and examined assignment policies and practices. Department heads also discussed the school's direction for further development in response to ESR's oral feedback and report.

Issues explored in Department Heads' Meetings were further examined in meetings of individual academic departments.

#### 2.5.3 Professional Exchange

The school values precious opportunities of professional exchange. The Principal and Head of the Career & Life Planning Committee accepted an invitation to participate in the 10<sup>th</sup> Mainland-Hong Kong Curriculum Exchange Meeting in January 2017 to introduce our Student Learning Profile. Principals and curriculum leaders from the mainland were very keen on learning more about our practice.

The English panel chair and teachers of CCC Kei Wa Primary School (Kowloon Tong) and of Carmel Alison Lam Foundation Secondary School visited our English Department to observe English lessons, to explore means of bridging primary and secondary English curriculums and to find out about our reading programmes.

STEM education was another area of interest. Teachers and students of Carmel Alison Lam Foundation Secondary School met with our Design & Technology teacher and Robotics Team in May 2017. The principal and teachers of Baptist Lui Ming Choi Secondary School visited us in June 2017 and there was very good sharing on e-learning strategies. STEM teachers from our school also visited LST Yu Kan Hing Secondary School on how it implements STEM education.

#### 2.5.4 Professional Development on Gifted Education

The target for 2016-17 was for all department heads to complete the Gifted Education Foundation Course. However, due to the handover of the course to EDB, which limited the number of places available, enrolment on the course became difficult. 65% of department heads had completed the course by the end of August 2017, and the remaining 35% will apply in 2017-18.

Understanding of giftedness indeed proved to be essential and beneficial. A junior secondary student was suspected to be a gifted learner by teachers, who observed much higher order thinking in her classroom interaction and assignments than that of her counterparts. Subsequent tests undertaken by CUHK showed that this student has an IQ of 138, much to the surprise of her parents.

#### 2.5.5 Revision of Junior Secondary Curriculum

Academic departments continued to work on revising the junior secondary curriculum through collaborative planning and teaching. They developed/refined a learning unit so that it consisted of higher-order thinking, metacognitive note-making and interactive IT elements.

The incorporation of interactive IT elements was facilitated by the e-learning interest group, which composed ten teachers from different departments. The ten teachers gave support to respective departments and coached their colleagues in the use of IT.

All departments in the PSHE KLA again worked collaboratively and identified S2 as the form for conducting learning and teaching trials. There was sharing of experience from the Chinese History, History, Geography and Liberal Studies Departments on our last staff development day in July 2017.

### 3. Academic Support Measures

#### 3.1 Reading Programmes

##### 3.1.1 Junior Nonfiction Reading Programme

This reading programme, with its strong emphasis on cross-curricular reading and language across the curriculum, won much acclaim in the ESR. The external school reviewers also appreciated the wide range of books and response tasks that cater for multiple intelligences and learning styles, as well as the deliberate development of metacognitive habits of mind such as goal-setting, evaluation and reflection, which are fundamental to self-directed learning. Students' response collected through an end-of-year questionnaire was very positive, and the checkout record of books was 1895 for S1, 724 for S2 and 831 for S3. The relatively smaller number in S2 might be due to the fact that a theme on leadership is in the S2 programme and it spans several cycles, resulting in relatively less time for students to read.

##### 3.1.2 School Library

Reading activities were held throughout the year, including an Inter-House Reading Competition (with 227 participants), book exhibitions, and junior short assemblies on the importance of reading and on anecdotes in Hong Kong. 203 students took part in the library's Exploring a New Horizon Reading Award Scheme and six teachers led a book club each. Their book choices ranged from *Death of a Salesman* to *Mathematics Learning from Monthly Calendars*.

The reading café was organized twice. The first workshop was co-organized with the Origami Club. Two teachers and 15 students participated. The second workshop was co-organized with the Gardening Group, and 3 teachers and 16 students took part.

The 4.23 World Book Day celebrations included a bookmark design competition, a book exhibition, and two-day game booths co-organized with the English Ambassadors. About 150 students participated, and 72 bookmarks and 150 small gifts were given to students.

Upon the receipt of a generous donation from an alumnus, our school library was renovated and modernized. To commemorate the occasion, a book pass activity was held in June 2017. About a hundred volunteers, student librarians and scouts formed a human chain and passed books from the temporary library to their new home.

The checkout record of library books in each form was as follows:

	<b>2016-17 (Sep-Jun)</b>
S1	3245 (including 1895 from S1 nonfiction reading)
S2	1886 (including 724 from S2 nonfiction reading)
S3	1250 (including 831 from S3 nonfiction reading)
S4	1265
S5	967
S6	1450
Total	10063

### 3.1.3 Book Sharing

Reading was promoted also by academic departments such as Chinese, English, Mathematics and Economics and Business Education Departments. The Story-sharing Corner, a well-established function with 20 years' history, was organized 13 times over the year and a headcount of 373 S1 and S2 students participated.

### 3.2 English, Chinese, Mathematics and Science Enrichment Classes

Junior enrichment classes for high ability students were primarily theme-based, with the Chinese Language classes on public speaking and writing, the English Language classes on translation, Battle of Books, debating and drama, and Mathematics and Science classes on training students to enter external competitions. Students' response to the classes was positive and they could demonstrate good quality of work.

Enrichment classes for weak students were organized to supplement regular lessons. Over 50 % of junior students showed improvement.

### 3.3 Gifted Education Programmes

Gifted education continued to develop over the year. Gifted students were nominated to gifted programs. S1 students were encouraged to enrol on the web-learning courses of EDB's Gifted Education Section. Forty-seven junior and senior students were members of the HKAGE and eighteen students from S2-S5 were on HKUST's Dual Program.

In-school pull-out programmes were organized by academic departments and examples are given below:

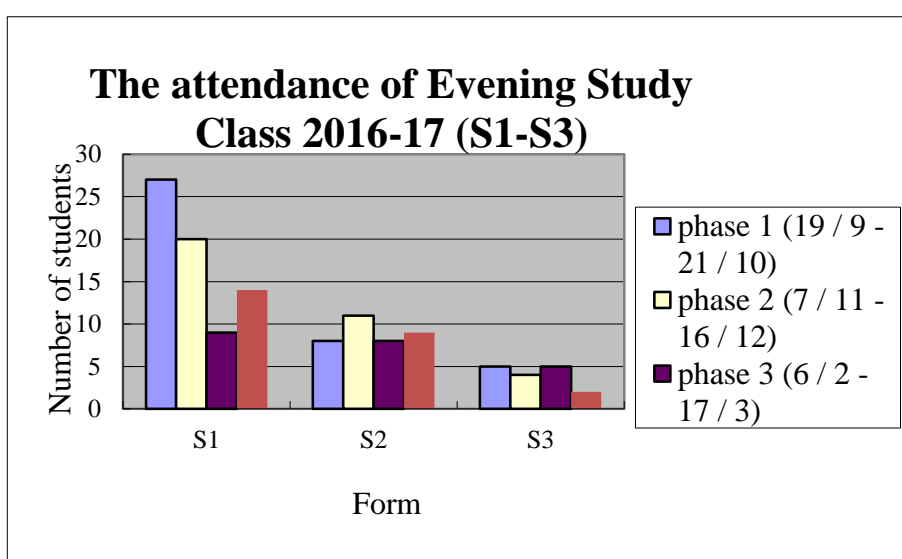
Title of programme	Number of participants	Form	Duration in hours	Objective
English Debating Course	10	S4-S6	42	To enhance students' spoken English fluency and public speaking skills, and to

				prepare students for various public speaking activities and contests
Hong Kong Physics Olympiad Training Class	6	S2	9	To prepare students gifted in physics for the Hong Kong Physics Olympiad 2017 and provide rich, extended and accelerated training for students gifted in physics
Hong Kong Physics Olympiad Training Class	5	S4	6	To prepare students gifted in physics for the Hong Kong Physics Olympiad 2017 and provide rich, extended and accelerated training for students gifted in physics
Science Gifted Course – STEM	12	S2-S4	2	To provide students gifted in science with experience on STEM (Arduino and Programming)
Geography Olympiad Training Course	15	S4-S5	12	To prepare students for the Geography Olympiad
Business Proposal Writing and Presentation Training Workshop	11	S4-S5	6.25	To enhance students' case analytical skills, presentation and business writing skills
ICT Enhancement Course	28	S4-S6	46	To provide top ICT students with additional classes on advanced ICT related problem solving, investigation and programming skills
Vocal elite training course	8 12	S4 S5	23.5	To enhance students' vocal skills and public performing skills and to prepare students for various music contests outside school throughout the year
中國歷史科拔尖課程	10	S6	15	透過一系列多元化的教材及訓練，提升學生整理、綜合、分析及評價史事能力

中文辯論隊	5	S4-S5	37	指導同學參加辯論比賽
中文寫作訓練班	379 人次	S5-S6	21	藉小組訓練，訓練學生思維能力

### 3.4 Evening Study Class

The evening study class is organized for students not having a favourable home environment to study or wishing to be more disciplined in their studies. Registration is required for junior secondary students while senior secondary students can walk in. Like in previous years, senior students preferred self-study centres outside the school in order to study for a longer time or opted for private tutorials. The numbers of students (S1-3) who attended the evening study class are shown below.



### 3.5 Recognition of Academic Achievements

To discourage negative competition of judging merit through form ranks and to recognize efforts to strive for advancement, students attaining a designated academic standard were awarded a Certificate of Academic Merit (silver) or Academic Excellence (gold). There was no quota to the number of awardees at either level. 23.2% of 768 students obtained the Certificate of Academic Merit and 16.5% the Certificate of Academic Excellence. The actual numbers were as follows:

	S1	S2	S3	S4	S5	S6	Total
No. of Awardees obtaining the Certificate of Academic Merit	30	31	28	37	22	30	178
No. of Awardees obtaining the Certificate of Academic Excellence	29	29	18	17	17	17	127
Total	59	60	46	54	39	47	305



## 4. Looking Ahead

The academic year 2016-17 was both exciting and enriching. ESR was undertaken in October 2016 and its feedback supported our developmental direction of reinforcing metacognitive abilities of students in regulating and managing their own learning in terms of habits, skills and motivation, and refining the school curriculum, instruction and assessment so as to encompass elements that cater for learner diversity, and develop IT literacy and high-order thinking.

Our school self-evaluation was commended and we were invited by EDB to introduce to representatives from the Brunei Ministry of Education on their visit to our school in November 2017 how we carry out school self-evaluation using the EDB framework.

In the year to come, we will continue with the following initiatives:

- ♦ Continual incorporation of interactive use of IT in the revision of the junior secondary curriculum;
- ♦ Exploration of assignment design, quantity and quality so as to achieve a balance between homework and revision;
- ♦ Reinforcement of time management skills that are vital for self-directed learning among students.

## C. Support of Student Development

### 1. Introduction

2016-17 was the second year of the new School Development Cycle, with the themes set as “**Gear Up. Go the Extra Mile.**”. To accomplish the mission, in the domain of **Gear Up**, the Student Development Committee (SD) has focused its work on (1) *Facilitate Effective Communication* and (2) *Be Strong and Healthy*, while (3) *Build connectedness* is the focus of **Go the Extra Mile**. This mission, or major concerns, stemmed from the following shared understanding.

- a. Students are to be equipped with knowledge, skills and attitudes, as well as values through educational experiences in school.
- b. Students are to be provided with opportunities for stimulation and learning experiences in and outside of the formal curriculum; those with high caliber and talents are given ample opportunities, in both academic and non-academic aspects, to develop their talents into strengths that enable them to succeed and excel in further studies and work.
- c. Students need to identify the purposes of what they are doing. Enhancement of career and life planning is to be done through promotion of self-understanding and reflective review of their

strengths and weaknesses, promotion of achievements in a broader and healthier sense, time management and planning and actualizing students' goals and plans through practical and realistic strategies.

- d. Student support strategies that tailor to the development needs of students at critical stages are form-based, for instance, team-building and enhancement of positive peer relations in S.1 through the Growth Camp and S.2 through organization of voluntary services, school-based leadership coaching for S3-4 and career and life planning group advising for S5-6.
- e. Efforts also go to building a supportive atmosphere within the family and school community.

This report will:

- a. highlight the significant school-wide programmes and activities carried out in 2016-17 in response to the major concerns, **Gear Up. Go the Extra Mile**;
- b. review the effectiveness of the programs and their impact on students, with reference to the on-going and end-of-year evaluation for all the programmes run by the different Student Development Committees;
- c. provide a brief outlook for our future development.

## 2. Major Concerns (2015-2018): **Gear Up. Go the Extra Mile.**

The following are the highlights of programmes that align with the school major concerns.

### 2.1 Gear Up – Facilitate Effective Communication

Objectives:

- Providing opportunities for students to brush up their communication skills to get them prepared to go the extra mile

Like last year, S1 students enrolled on the personal courses organized by the Counseling and Guidance Committee (CGC) on voluntary basis to enhance their self-understanding and confidence in communicating with others. The overall rating of the programmes was encouraging. Current Affairs Forums were also held for S1 to S3 in respective short assemblies by the Civic Education Committee (CEC). Student representatives performed well and S1 students in particular were bold enough to make comments as floor speakers. S4 classes hosting the morning assemblies was another new move. The student-directed programme allowed students to learn to exchange opinions with their new buddies at the beginning of the adventurous NSS journey. Focus interviews revealed that students treasured it much as the initiative helped create closer in-class bonding. The Career and Life Planning Committee (CLP) ran the S6 Interview Skills Session to get students ready to share their educational goals and strengths and opinions. Over 100 students joined in, getting equipped for university admission interviews with the help from HKU's admission manager, alumni and parents in the training session, which they found so fruitful. The Religious Affairs Committee (RAC) organized two

training courses on gospel sharing attracting about 20 students to take part. The activity is expected to be held on a more regular basis in the year to come.

## 2.2 Gear Up – Be Strong and Healthy

Objectives:

- Creating a green campus
- Promoting healthy living among students

Living a green life is what our CEC has been promoting among Carmelians. The ‘Green Day’ was held in both terms and activities on environmental protection and leading a green life and so forth were run, in collaboration with the Student Union and the Polytechnic University. The Low-carbon Ambassadors also helped drive home the green tips. Each class signed a pledge at the beginning of the school year to protect the environment. Hydroponics was a new initiative this year. 19 classes in two batches took part and each class was involved in one term. They shared the produce with others, which was great fun, and the activity fostered the spirit of going green.

One can hardly go the extra mile without a healthy body and mind, and sports can help much in this aspect. Our Extra-curricular Activities Committee (ECA), together with the PE Department, urged students to work out. S1-5 students were encouraged to take part in the School Fitness Physical Award Scheme. About 650 students claimed the gold award and 100 students were given the silver one. There were S1 sports carnival and four Sports-for-all Days. The school has also been keen on nurturing a group of sports leaders with a view to promoting and sustaining healthy living. More than 50 students enrolled on the Sportovation Community Service Program. They submitted proposals to organize sports related events and obtained \$38400 in total for running the programmes. The sports activities they promoted on the Sports-for-all Days and in the long assemblies and PTA Gathering were well-received. What is more, about 50 S4-5 students were awarded Credit / Merit Certificates in the School Sports Program (Dance Sport and Cycling), an S5 basketball player won the HK Student Sports Award (屈臣氏集團香港學生運動員獎) and an S2 Latin Dancer claimed the Sports for Hope Foundation Outstanding Junior Athlete Award (運動燃希望基金傑出青少年運動員獎), showing that Carmelians are not only academically capable, but also willing to excel in the sports arena. It is hoped that the spirit of living a healthy life would continue to permeate the school community.

## 2.3 Go the Extra Mile – Building Connectedness

Objectives:

- Nurturing and strengthening the bonding of students within class, between classes, with alumni, with our city, with our country and with God
- Enhancing students’ self-efficacy and empowering them to be bold in taking risks

Self-efficacy, with connectedness being a core element, plays a crucial role in students' development. The Student Development Committee has endeavored to empower Carmelians by helping them to build connectedness with others in various aspects.

Orientation programmes like the Orientation Day in late August, lunch gatherings in September and a BBQ night held in November helped our S1 students adapt to secondary school life and let teachers know their developmental needs. The S1 Growth Camp held a few months later responded to the problems they encountered, and the post-camp survey findings were very encouraging. Over 80% of the students found the activities helpful and treasured the individual sharing with teachers. The series of programmes helped in building students' connectedness with their classmates and teachers, and in turn enhanced their self-efficacy.

The Little Angel Scheme, initiated by CGC, offered training to the little angels (80 S2-5 students), who then supported their classmates and promoted closer ties within their class. Both participants and class teachers indicated that the scheme contributed much to the growth of the angels themselves and building a caring atmosphere on campus. The theme week, "Be grateful to your beloved parents", held by the Disciplinary and Moral Education Committee (DMC) and the one entitled "My DNA+" by CGC complemented each other. While the former focused on promoting connectedness within the family, the latter, which also involved the school-based educational psychologist, Art Department and the Chinese debating team, encouraged students to go beyond the limitations. With the financial support from the Alumni Association, PTA invited Hong Kong Parent Education Association to run a series of talks and workshops in a bid to help parents walk with their children. The synergy of the various parties fostered family bonding and support, which plays a crucial role in the development of teenagers.

Our SEN group has put great effort into supporting students with special needs. There were behavior /social training, individual counseling, test/ exam accommodation, arrangement of HKDSE special examination, a parent group facilitating exchange of information and emotional support, collaboration with the school-based educational psychologist, CLP and academic departments, and so forth throughout the year. The year-end evaluation proved that the SEN students in Carmel have been taken proper care of and showing promising progress.

CLP implemented the Career Exploration Programme S1-2 as usual, laying a good foundation for the junior students to set goals in the days to come. The Mentorship Programme 1617 attracted more than 60 S4 students to enroll and about 30 alumni served as mentors. The theme "逆風飛翔" was in connection with that of the Career Week: Fly for a Reason. The fruitful experiences would be published and shared among Carmelians and with others.

To promote connectedness between Carmelians and our city, community service was made the whole-year focus of CEC. Ample opportunities of volunteer work, such as flag selling, visits to the elderly, underprivileged and homeless and so forth were created with the co-ordination of the school social worker. Some forty S2 students visited the senior citizens in a housing estate,

after which they joined a competition of designing devices to cater to their daily needs. Two of them were honored to be offered a one-day design workshop at the Polytechnic University. Three S3 students were given the Outstanding Civic Ambassador Award 2016 run by Wofoo Social Enterprises. An S6 student was elected the Kowloon City District Outstanding Member in CYC. Another must-mention program is the 7<sup>th</sup> Poverty Caring Ambassador Scheme held by Mission to New Arrivals (新福事工協會). About 20 S4 students participated in the year-long programme and two groups of them claimed altogether 6 prizes out of 7 in the ‘caring for the poor’ project competition. Our school also obtained a certificate and a sum of \$5000 from Yan Chai Hospital Moral and Civic Education Award Scheme in recognition of our endeavors. CEC cooperated with ECA, CGC and the Alumni Association as well. About 20 students were sponsored to join the HKFYG’s Run & Fun Programme. A total of \$3400 was donated to cover the expenses of voluntary work. Again, synergy came into play.

Community service takes different types. In addition to the above, some Carmel students worked as volunteers in the Special Olympics HK 40<sup>th</sup> Anniversary Invitational Games and HKSO Regional Athletic Meet. Their good work yielded them a chance to join the Hong Kong Special Olympic Eunice Kennedy Shriver Unified Sports Camp 2017, where they had sports experience with the athletes having special needs. In July, about 30 students from S3 to S6, together with two alumni undergraduates, joined a 6-day mission trip to Cambodia, in which they served the primary school kids in KIS (迦密國際學校), visited churches, an orphanage and an NGO. Our scouts also showcased the spirit of serving others. They served in different school events and functions held in the community (headcount: 212; total serving hours: 1524). To serve is to love. Carmelians put it into practice. The total number of hours in voluntary service involving different groups of Carmelians went way beyond 3000 hours. This is truly encouraging.

Apart from the regular activities on national education, the CEC and Academic Affairs Committee organized the 3-day cultural trip to Yangjiang on the Maritime Silk Road and Kaiping on heritage conservation involving all S3 students. The exchange tour was meaningful and as we have joined EDB’s Sister School Pilot Scheme, more exchange with our sister school in Xian would be arranged next year. Carmelians go the extra mile and get connected not only with China. Two S3 boys took the initiative to be student ambassadors of Consulate General of Ireland. In a presentation, they outshone other ambassadors and won the only (and truly special) prize – having an Irish musician to give a mini concert at our school, which was a great joy to us. We were also honored to be visited by a group of Korean university students from Seoul National University. 40 students from different forms volunteered to meet with them, and they had an enriching experience.

The ECA has refined the leadership programmes since 2015-16. The Leadership Training Day Camps were smoothly held with an attendance of about 40 key leaders, who found the training particularly useful as they could realize their potential and acquire practical skills in planning and implementing activities in the school context. The 4-day Summer Leadership Development

Programme was successfully held in July. Around 40 S2-3 potential student leaders took part. Nearly all of the participants, including the organizers who were current / past student leaders, agreed that the camp left a very positive impact on them. There was also training to leaders on the class-level. S1-3 class association members were given training at the beginning of the school year and received support at different subsequent stages. A vast majority of them, S1 students in particular, indicated that they were more confident of performing their roles well and class teachers stated that the class leaders were more aware of their roles and willing to serve in comparison with those in previous years. It is hoped that Carmelians can be well nurtured and prepared to assume more prominent roles under this leadership training framework.

It has been our belief that students getting connected with God and equipped with Christian values would grow healthily and it is a blessing to them lifelong. The RAC has established a tradition of holding the Carmel Christian Conference in September, School Prayer Day in January and daily Morning Devotion throughout the year. The attendance rates were steady. To cater to the needs of the busy senior form students, some gatherings of the senior fellowship were organized during lunch time. The new move was promising, as on average every time around 70 students from more than 10 classes joined in. Class teachers also tried to attend. Students treasured the lunch gatherings, especially when they were facing the NSS challenges. What is also worthy of mention is the Small Group Ministry, which helped to nurture the spiritual growth of Carmelian Christians. With the commitment of a group of teachers and co-workers from Church of Mount Carmel, about 130 students met regularly with their ‘mentors’ in 21 small groups. The Edifying Camp for S2 & 3 has been run annually since 2015-16. 30 students took part and they pledged to be committed Christians. The Week of Religion entitled ‘God’s Signs Everywhere’ was impressive, in which three alumni of different generations came to share how God led their lives. The Gospel Café were held several times during the lunch hour in the Gospel Week and Week of Religion attracting more than 100 students and 20 teachers to discuss and clarify religious issues. In hindsight, RAC has done much to nurture our Carmelians. Values and life education really matter in this world of confusing values, and we are determined to stand firm in this regard.

2016-17 is the second year of our major concerns, “Gear Up. Go the Extra Mile.”. The whole-school effort has paid off, which is manifest in our various accomplishments.

To name a few, our English Debating Team has continued its keen participation and impressive performance in a wide range of territory-wide debating contests of various formats. It was crowned the champion in the 13<sup>th</sup> Senior Debating Championship and 14<sup>th</sup> Junior Debating Championship, snatching the ‘Best Debater’ title in many rounds of contests. An S4 debater got shortlisted as one of the 16 finalists in the Team Hong Kong selection. Our CIN team members (3 S4 & 1 S5 students) joined the ‘Your Choice’ Nanofilm Creation Competition. Their film was selected one of the top three pieces and received the Overall Merit Award. The same S5 student joined a video production competition titled “美麗香港 人情.事”. Her production “跨” won and had the ‘first-run’ in the Sky Garden, Lee Gardens in Causeway Bay. She was also invited

to visit Shanghai for exchange in December 2017. Our Scout Team, which comprises about 100 students from S1 to S6, has kept up the good work. They got prizes in various competitions such as the Golden Award in both the Scout Troop and Venture Scout Unit (Kowloon Region Outstanding Group 2016). Our Robotics Team excelled in the First Lego League Robotics Tournament (FLL), World Robot Olympiad (WRO) and First Tech Challenge Robotics Tournament (FTC), and represented Hong Kong to take part in international competitions in India, Denmark and Australia.

In October 2016, our school underwent External School Review. We are grateful that our endeavours were complimented and in fact, the Stake-holder Survey 2017 findings were also encouraging. Nearly 90% of students perceived that the school has been keen on nurturing their character with positive and proper values and close to 80% agreed that the school has been keen on nurturing their leadership and that they were given lots of opportunities to acquire knowledge and skills through various extra-curricular activities.

### 3. Looking Ahead

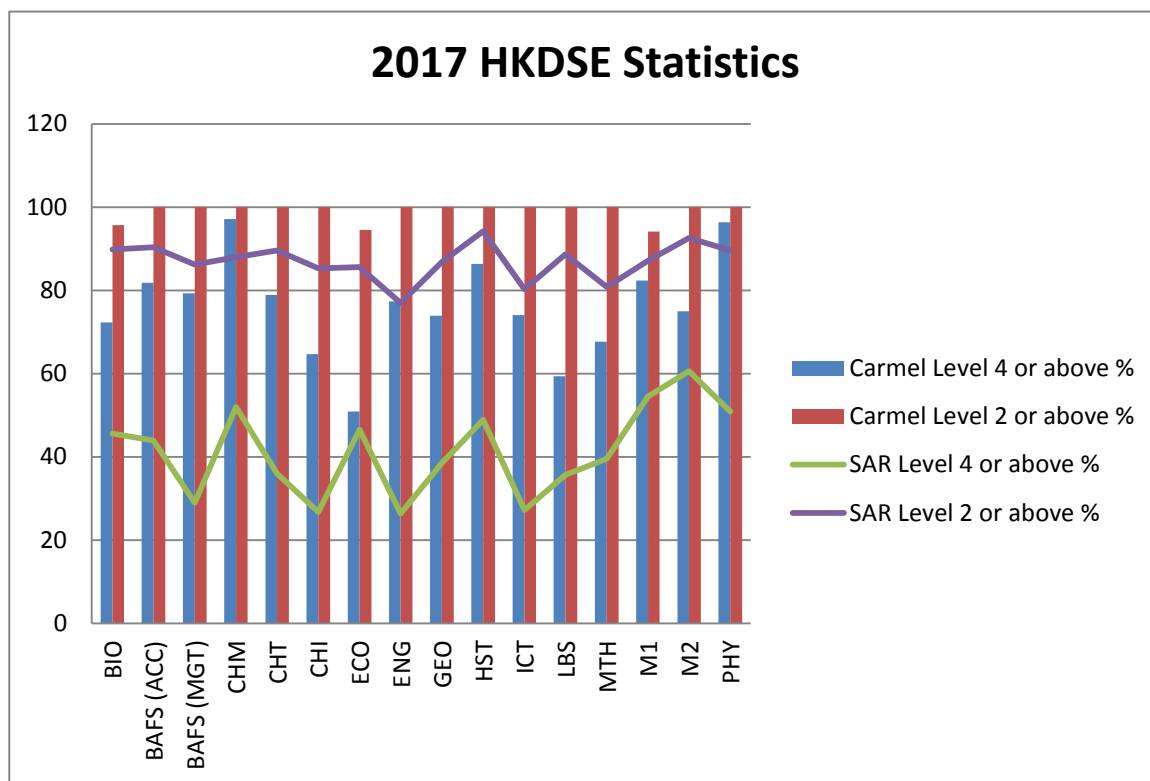
To provide a favourable environment for students with diversified backgrounds and talents to develop their interests and gain different learning experiences has been one of the missions of the Student Development Committee. The establishment of students' e-portfolio will assist teachers in identifying the needs and developing the potentials of Carmelians. Opportunities to stretch students' potential, including those building connections between academic and career-related aspects, have been in place. Carmelians are academically able and some of them demonstrate exceptional potential to achieve more, even comparable to the high-achievers in the international arena. The Student Development Committee will keep co-ordinating various teams and units to foster the spirit of 'Gear Up' so as to empower students to be bold enough to 'Go the Extra Mile'. Another core mission is to train leaders. The spirit of leadership is built on a culture of having aspiration, sustaining biblical and moral values and commitment to serve.

In the year to come, our work will focus on the following aspects.

- Self-motivation: The scheme "Stars in Carmel" has been in place since 2014, with a view to enhancing students' self-motivation to set goals and get recognition in various domains of development. Despite the increased participation rate this year, effort is yet to be made on sharing with Carmelians the significance of self-motivation in goal-setting and actualization.
- Leadership Spirit: This spirit could be nurtured not just by school teams and organizations, but also on class basis and from junior forms, through the joint effort of class teachers and different Student Development units.
- Voluntary Services: To be empowered to take a leading role, students need to have good understanding of our city apart from being academically capable. They have to serve with a willing spirit and humble heart. Ample opportunities of voluntary work will be provided for students to experience and learn more.

## D. Achievements

### 1. Academic Results



### 2. Awards

<i>Name of Activity/ Competition</i>	<i>Achievement</i>	<i>No. of Students</i>
Kowloon Region Outstanding Group 2016 - Scout Troop	Golden Award	77
Kowloon Region Outstanding Group 2016 - Venture Scout Unit	Golden Award	13
Homantin District Scout Pursuit Competition 2016	1st Runner-up	11
Scout Progressive Training	Chief Scout's Award	8
World Robot Olympiad (WRO) 2016 Hong Kong - Regular Junior Category	Champion 1st Runner-up	2 2
World Robot Olympiad (WRO) 2016 Hong Kong - Open Category	Outstanding Performance Award	3
Hong Kong FLL Robotics Tournament 2016/17	1st Place in Champion Award 2nd Place in Robotic Performance Award Research Poster Award	10
FIRST TECH Challenge 2017	Robot Design Award	10



FIRST LEGO League Open European Championship - Aarhus	3rd Place in Innovative Solution Award	10
Inter-School Boys Volleyball Competition 2016-2017 (Division One - HK & Kowloon)	Grade C 4th Place	19
Inter-School Girls Basketball Competition 2016-2017 (Division One - Kowloon)	Grade B 4th Place	9
Inter-School Girls Badminton Competition 2016-2017 (Division Three - Kowloon 1)	Overall 2nd Runner-up Grade A 5th Place Grade C 2nd Runner-up	13
Inter-School Boys Badminton Competition 2016-2017 (Division Three - Kowloon 1)	Overall 5th Place Grade A 2nd Runner-up Grade C 5th Place	14
Inter-School Swimming Competition 2016-2017 (Division Three - Area 1)	50m Breast Stroke Champion 100m Breast Stroke Champion 50m Breast Stroke 1st Runner-up 50m Back Stroke 7th Place	1 1 1 1
Inter-School Athletics Competition 2016-2017 (Division Three - Area 2)	Girls' B Grade 4X400m Relay 1st Runner-up Girls' C Grade 400m 1st Runner-up Girls' B Grade 200m 2nd Runner-up Girls' B Grade 100m 5th Place Girls' B Grade 1500m 5th Place	4 1 1 1 1
School Sports Program - Cycling	Silver Award	23
School Sports Program - Dance Sport	Merit Certificate Credit Certificate	4 12
PlayCricket Competition 2017	1st Runner-up	8
精薈致敬盃排球優勝賽	季軍	14
Hong Kong International Handbell Olympics 2017 - Advanced Handbell Competition Class	Silver Prize	19
Hong Kong International Handbell Olympics 2017 - Intermediate Handbell Competition Class	Silver Prize	15
Joint School Music Competition 2017 - Secondary School Choral (Junior Group)	Gold Prize	61
超新聲歌唱大賽 2016	大合唱組冠軍 最受歡迎歌手大獎	79
Hong Kong Youth Music Interflows 2016 String Orchestra Contest	Bronze Award	22
Hong Kong Youth Music Interflows 2016 Symphonic Band Contest	Bronze Award	28
The 69th Hong Kong Music Festival - Intermediate Mixed Voice Choir (2nd	Certificate of Merit	57

Division/Chinese)		
The 69th Hong Kong Music Festival - Junior Mixed Voice Choir (2nd Division/English)	Certificate of Merit	50
The 69th Hong Kong Music Festival	Champion - Graded Piano Solo (Grade 8)	1
	Champion - Senior Trumpet Solo	1
	1st Runner-up - Intermediate Cello Solo	1
	2nd Runner-up - Graded Piano Solo (Grade 6)	1
	2nd Runner-up - Vocal Solo in Foreign Language (Age 14 or under)	1
	Certificate of Merit - Descant Recorder Solo (Age 14 or under)	1
	Certificate of Merit - Graded Piano Solo (Grade 6)	2
	Certificate of Merit - Graded Piano Solo (Grade 7)	1
	Certificate of Merit - Graded Piano Solo (Grade 8)	2
	Certificate of Merit - Intermediate Piano Duet	2
	Certificate of Merit - Intermediate Yangqin Solo	1
	Certificate of Merit - Junior Cello Solo	1
	Certificate of Merit - Sheng Solo	1
	Certificate of Merit - Voice Duet (Age 19 or under)	2
	Certificate of Merit - Vocal Solo in Chinese (Age 14 or under)	1
	Certificate of Merit - Vocal Solo in Foreign Language (Age 14 or under)	3
	Certificate of Proficiency - Advanced Erhu Solo	1
	Certificate of Proficiency - Graded Piano Solo (Grade 7)	1
	Certificate of Proficiency - Graded Piano Solo (Grade 8)	2
	Certificate of Proficiency - Junior Clarinet Solo	1
Certificate of Proficiency - Violin Solo (Grade 5)	1	

	Certificate of Proficiency - Vocal Solo in Chinese (Age 14 or under)	1
	Certificate of Proficiency - Vocal Solo in Foreign Language (Age 14 or under)	7
	Certificate of Proficiency - Senior Zhongruan	1
The 68th Hong Kong Schools Speech Festival	First Place - Solo Verse Speaking	1
	Second Place - Solo Verse Speaking	1
	Third Place - Solo Verse Speaking	1
第六十八屆香港校際朗誦節	二人朗誦 - 優良	2
	散文獨誦 - 優良	1
	詩詞獨誦 - 亞軍	1
	詩詞獨誦 - 優良	3
Murjani Scholarship	Awardee	1
Applied Learning Scholarship 2015-16	Awardee	1
Ng Teng Fong Charitable Foundation	Awardee	1
Sir Edward Youde Memorial Award	Awardee	2
Kowloon City's Outstanding Awards	Merit Award	1
Community Youth Club	Kowloon City District Outstanding Member	1
政賢力量—卓越學生領袖選舉 2016	卓越學員	1
Outstanding Civic Ambassador Award Scheme 2016	Top 10 Outstanding Civic Ambassadors Award of Hong Kong	1
	Outstanding Civic Ambassadors Award of Hong Kong	2
The Youth Arch Student Improvement Award	Awardee	13
Elsie Tu Education Fund Improvement Award	Awardee	3
Hong Kong Physics Olympiad 2017	Second Class Honour Award	1
	Third Class Honour Award	1
The 34th Hong Kong Mathematics Olympiad	Third Class Honour in the Heat Event	1
Hong Kong Biology Olympiad for Secondary Schools 2016/2017	Merit	4
	First Class Honour	6
	Second Class Honor	4
	Third Class Honour	2
	Active Participation	4
Hong Kong Olympiad in Informatics	Bronze Medal in Senior Group	1
Secondary School Mathematics and Science Competition 2017	Medal in Biology	1
	High Distinction in Biology	4
	High Distinction in Chemistry	2
	High Distinction in Mathematics	3
	High Distinction in Physics	3

	Distinction in Biology	7
	Distinction in Chemistry	2
	Distinction in Mathematics	6
	Distinction in Physics	7
	Proficiency in Biology	1
	Proficiency in Chemistry	3
	Proficiency in Mathematics	5
	Proficiency in Physics	1
	Credit in Biology	6
	Credit in Chemistry	5
	Credit in Mathematics	7
	Credit in Physics	7
	Participation in Biology	7
	Participation in Chemistry	4
	Participation in Mathematics	8
	Participation in Physics	2
The Hong Kong Mathematical High Achievers Selection Contest 2016-2017	Second Prize	1
	Third Prize	1
Pui Ching Invitational Mathematics Competition (Final)	Bronze Award	1
The 14th Junior Debating Championship 2017	1st Runner-up in ESL Division	7
Hong Kong Barrister Association Inter-School English Debating Competition (Round 1)	Member of the Winning Team	3
	Best Debater	1
The 13th Senior Debating Championship 2017	Champion in ESL Division	6
	Top Speaker in ESL Division	1
	2nd Top Speaker in ESL Division	1
	3rd Top Speaker in ESL Division	1
Hong Kong Professional Teachers Union English Debating Competition 2016-2017 (Round 1)	Member of the Winning Team	3
Hong Kong Professional Teachers Union English Debating Competition 2016-2017 (Round 2)	Member of the Winning Team	3
	Best Debater	1
Hong Kong Professional Teachers Union English Debating Competition 2016-2017 (Round 3)	Member of the Winning Team	3
Hong Kong Secondary Schools Debating Competition 2016-2017 (Round 2)	Member of the Winning Team	3
The World Schools Debating Championships (WSDC) 2017 - Team Hong Kong Selection	Finalist	1
The 12th Hong Kong British Parliamentary	16th Best Speaker	1

Debating Society Summer Workshop & Tournament 2016	21st Best Speaker 40th Best Speaker	1 1
第四十一屆全港青年翻譯比賽	優異獎	1
星島第三十二屆全港校際辯論比賽第二回合初賽	最佳辯論員	1
星島第三十二屆全港校際辯論比賽第三回合初賽	最佳交互答問辯論員	1
第二屆全港中學學界廣告賣橋王	高級組品牌優異獎 高級組最 FIT"士撈勁"優異獎	7
HKCC Business Excellence Contest 2016/17	Judges Commendation Award	5
Junior Achievement Company Programme	Most Valuable Player	1
The 18th Consumer Culture Study Award	特別嘉許獎	4
International Competitions and Assessments for School 2017	High Distinction in English Language Distinction in English Language Distinction in English Writing Credit in English Language Credit in English Writing Merit in English Language Merit in English Writing	3 13 4 15 18 1 3
中國中學生作文大賽 2016-2017	香港賽區「旭日文學之星」銀獎 香港賽區「旭日文學之星」銅獎	1 1
語文菁英計劃 2016/17	菁英銅獎	2
Good People, Good Deeds: English Story-Writing Competition	Top 3 Student Top 10 Student	1 1
City Transformation Wheelock Photography Competition	Merit Award	1
青少年生態保育領袖計劃 2017	最傑出青年生態保育領袖獎	5
香港高中校本評核優秀學習成果獎 - 歷史科比賽	優異獎	1
2016-17 年度香港學校戲劇節學校演出	傑出合作獎 傑出演員獎 傑出舞台效果獎 傑出導演獎	25 4 14 1
The 16th Chinese Medicine Competition for Hong Kong Secondary Schools	Certificate of Participation (Heat) Certificate of Participation (Semi-Final)	13 5
論語與現代社會微電影創作比賽	季軍	4
Hang Seng - HKCSS Youth Career Exploration Programme	First Prize in Transportation Sector	4
學習如此多紛 2017	優秀創意獎	3

## E. Financial Summary 2016-2017

	<b>Incomes(\$)</b>	<b>Expenditures</b>
1. Government Subsidy		
Expanded Operating Expenses Block Grant (EOEBG)		
(A) Basic Baseline/per Class IMC Grant	\$1,894,852.42	\$1,860,011.15
(B) School Specific Grants		
Administration Grant	\$3,566,328.00	\$3,934,797.92
Capacity Enhancement Grant	\$588,202.00	\$259,245.30
Composite Information Technology Grant	\$390,255.00	\$259,245.30
Noise Abatement Measures Recurrent Subsidy	\$497,890.00	\$215,990.29
Sub-Total:	\$6,937,527.42	\$6,586,163.11
2. School Subscription A/C		
Tong Fai (including hiring charges received this yr.)	\$180,636.20	\$185,824.80
Approved Items: Air Conditioning System Fund	\$122,780.00	\$117,185.60
Sub-Total:	\$303,416.20	\$303,010.40
<b><i>School Surplus of the year</i></b>		<b><i>\$351,770.11</i></b>

#This balance has not yet been audited.