



Hong Kong Taoist Association School

School Report (2008/2009)



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Hong Kong Taoist Association School School Report of the Year 2008-2009

1. Our mission

Our school, was founded in 1969, is run by Hong Kong Taoist Association. With the motto ‘Grasp Principles, Cultivate Virtues’, we committed to fostering students’ talents, helping them to cultivate their characters, and broadening their horizon, so that our students can become an all-rounded person.

We provide a cross-disciplinary learning environment and realize the potentials of students so they can enjoy learning, which path a way for them as life-learner. Moreover, our school promotes education on multi-cultures and information technology education, which supports students being more adaptive to the society of Hong Kong. Not only become competitive, but also being innovative and gaining the ability to take on challenges.

2. School management

The Incorporated Management Committee is responsible for supervising and managing the school, and administrates the School Policy Management Committee, the Financial Supervisory Committee and the Learning and Teaching Committee, which corporate to plan and execute development projects, and communicate with the Parent-Teacher Association, the Alumni Association and the teaching staff closely. The structure of the Incorporated Management Committee is as the following:

Sponsoring body Managers	Sponsoring body alternative Manager	Teacher Manager	Alternative teacher Manager	Parent Manager	Alternative parent Manager	Independent Manager
5	1	1	1	1	1	1

3. Teaching objectives

The year of 2002 was a breakthrough year of our school, as it was the first time that non-Chinese speaking (NCS) students have been enrolled to our school. And in order to carry forward the Taoism spirit of inclusiveness, equality and humanity with our school’s vision of establishing a multi-cultural learning environment of with diverse learning prospects, we aim to provide a multi-cultural learning pattern to our students, develop an international vision among students, and promote the equality spirit of mutual fusion and encouragement. We have also introduced brand-new educational concepts and teaching strategies in order to improve students’ ability in different aspects.

4. School facilities

Besides the 24 standard classrooms, a visual arts room, a music room, a computer room, a library, a language room, an intensive remedial room, a multi-functional activity room and a multi-purposes room are also available on campus. The brand-new and innovative equipments have created a perfect learning environment for our students.

5. Class structure

In the year of 2008/2009, our school established 19 classes. The number of students in each grade was:

Grade	1 (small-class teaching)	2 (small-class teaching)	3 (small-class teaching)	4	5	6	Total number
Number of classes	3	3	3	3	3	4	19
Number of students	90	75	91	108	112	140	616
Teaching Mode	Small-class teaching was practiced in Primary 1-3, and traditional teaching in P.4-6.						

6. Our teachers

6.1 Qualifications of teachers (including principal)

Number of teachers (within approved teaching staff establishment)	Number of teachers (beyond approved teaching staff establishment)	Qualifications of teachers (percentage %)			The percentage of teachers' experience		
		Recognized Diploma of Education	Recognized Bachelor's Degree	Special Education / Training	0-4 years	5-9 years	10 years or more
36	8	70%	95%	6%	59%	18%	23%

6.2 Professional development of teachers

The teaching staff has participated in continuing professional development for 2,827 hours in total and 65.74 hours on average. Three teacher professional development days were planned based on our school needs.

In order to promote a interactive culture among teachers and improve the teaching quality of our staff members, we have not only arranged the meetings for teachers to discuss the teaching syllabus, share teaching experience and review teaching effectiveness, but also experimented new teaching method - Collaborative teaching in P.1-P.3 mathematics as well.

7. Achievements and reflection of areas of concern

Major Concern 1: A lifestyle that promotes students' physical and mental health

Achievements :

- "Be a Healthy, Happy Kid Award Scheme" which is a medal-rewarded challenge, has been implemented for two years, over 70% of students have won a medal throughout the year. According to the survey, it has revealed that 90 % of our teachers and students have satisfied the outcome of the program. As both teachers and students have reflected that this program can encourage students to pursue a lifestyle of physical and mental health.

"Be a Healthy, Happy Kid Award Scheme" has been supported and recognized by parents in school newsletters and our stakeholders, which has proven to be effective for students' all-rounded development.
- For physical health education, we have participated in the Health Promoting School Program, which designed our school-based activities, for three years. The key projects are:
 1. Weeks for Fruit
The Weeks for Fruit in the first and second semesters has received favorable comments from parents. About 80% of students took fruit back to the school, and some of them brought preserved fruit as well. During the Weeks for Fruit period, nutritionists were invited to our school to give talks to our students about healthy diet and healthy diet to P.1-P.3 students.
 2. Fitness Group
This group was designed for some overweight Primary 4 and 5 students to provide an opportunity of doing 35-minute exercises every week to our targeted students. After the implementation of the group, more than 50% of students' BMI (body mass index) have improved comparing to the beginning of the semester.
 3. Fitness Challenge
This activity began in the last semester and was held every Monday with the assistance of student leaders. Students have showed enthusiasm, and the activity was held in good atmosphere and order.
 4. Morning Exercise
In order to offer more exercise opportunities for students, our school has arranged morning exercise sessions for students twice a week.

- With the school visions and mission, we have infused students with different values and attitudes (e.g., health, self-discipline, good habits, care, filial piety, fusion, sense of responsibility and fortitude) through diverse activities, including:

1. Different themes were planned and scheduled once a week throughout the whole academic year, and all subject panels shared relevant information and materials in weekly assembly. For example, Chinese language courses in all different grades have incorporated different themes such as responsibility, respect and so on in the theme words program.

Besides, Primary 3 and 6 NCS students have been assigned to write thank you cards and letters to their classmates in Chinese. For English language courses, all students have assigned to write a thank you card to teachers and classmates to express their love and respect.

For general studies courses, our school has participated in the Sustainable Technology Education Program (STEP) of World Wild Fund for Nature. Based on the result of the questionnaires, observation and students' feedback, the projects, which included drama, group games, online learning, exhibition and talk, could improve students' understanding of climate changes, and draw their attention to environmental protection effectively.

2. Through participating in different service position and activities, students can develop sense of belongings and responsibility as well as sense of caring to others. Besides those service positions, in this year, "Mathematics Ambassador", "Language Ambassador", "Book Corner Administrator" and "Epidemic Resistance Pioneer", and other service positions such as subject leaders were established. In this year, there are about 560 service positions throughout the whole school. According to the data information from teachers, the number of students participating service positions was 30% more than the expected number, while no one has held more than three positions concurrently. Besides, extracurricular service activities included flag sale, suburb cleaning and visiting elderly homes, which were organized by the SGT and senior students were mainly involved in these activities.
3. Talks were held for students, including: "Making Good Use of the Internet" lecture, "No-smoking Challenge" interactive education forum, "Moderate Drinking and Eating, and More Exercise" lecture, etc. Via observation and interaction with the speakers, students have reacted well and also understood the information given by the lectures.

- Parents education
Information about healthy lifestyle was provided to parents through weekly newsletters, irregular notices and leaflets. Most of the parents reflected that they received beneficial information from newsletters and notices.

Reflection

- Through cooperation with all the subjects, our school has invited some organizations to give lectures and organize activities in order to provide useful health information to our students during weekly assemblies, morning reading time, and morning assemblies. In addition to this, students were encouraged to practice a healthier lifestyle via our school medal-rewarding program and in-school service positions. In general, the program has actually reached the purpose and the aim of providing an opportunity for students exercising and living in a better lifestyle. Next year, a new three-year plan is started to begin, as our school believes that both mental and physical health are one of the important aspect of education, and the relevant strategies will be pursued appropriately next year.

Based on the comments given by the students and teachers, the pattern of the medal-rewarding program in the past has been accepted, so it is worthwhile to continue to implement the "Be a Healthy, Happy Kid Award Scheme", and three crown-shaped medals will be added in next year.

- The Health Promoting School Program was effective, so our school will turn into a sustainable program and will carry out with the "Be a Healthy, Happy Kid Award Scheme" next year. To further improve the program, we will participate in the South Asian Health Support Program organized by United Christian Hospital to satisfy our students' needs. In addition, we will continue to promote parents' education and provide more professional information through the South Asian Health Support Program.
- The number and operation of service positions at school have become sophisticated. Therefore, we will focus on leadership training and service-learning activities next year to improve students' self-confidence, leadership skills and sense of responsibility.
- In order to develop and strengthen students' values and attitudes, moral education has been included in

all subject syllabus. The topics which are less mentioned but important will be delivered to students in tutorial lessons, morning and weekly assemblies, award programs, thematic activities and personal growth lessons.

- According to statistical data, the proportion of our students within the acceptable range of body weight is lower than the average weight of students in Hong Kong. After thorough consideration, we believe that the exercise time of 35 minutes a week was too short. Therefore, next year, exercise will become part of the extracurricular activities and it will last for an hour. In addition, Physical Fitness Award Program will be carried out as well to improve students' physical fitness.

Major concern 2: Catering for learning differences

Achievements

- Students' confidence in learning has improved:
 1. To cater for learning differences between students, our school has organized intensive remedial groups for 68 students. Besides, in order to provide extra support for SEN students, the SGT has collaborated with the SEN responsible teachers with tailor-made teaching materials, supporting measures and guidelines for supporting SEN students. These include:
 - Intelligent Little Angel: training of thinking and problem solving skills to increase students' interests in learning;
 - Speech Therapy Service Program: relieving listening and language disabilities;
 - Little Diplomat and Talented Speaker: applying communication and expression skills, and building up self-confidence;
 - Muscle Coordination Group: developing children's dynamic abilities.

It has been reflected that the above activities can help motivating students to learn. Parents and teachers have seen significant progress, thus these activities have attained their purposes.
 2. School deployed foreign teacher assistants to give additional help to the less capable students in Mathematics lesson.
 3. For general studies, local teachers and foreign teacher assistants collaborated in teaching at Primary 5 and 6 and teachers reflected that this teaching strategy could improve students' learning effectiveness.
 4. In order to enable new students to adapt the school life more easily, foreign teacher assistants has designed the New Student (NCS) Induction Course. Most of the students reflected that this course could help them adapt to regular classes. In addition, the Student Support Department has selected senior students as "big brothers and sisters" at the beginning of each semester, and invited Caritas Hong Kong to provide them a two-week training course. The general feedback of the students (new arrival students) was positive especially for Primary 1 students. They reflected that the "big brothers and sisters" program could help them orienting to the school life effectively.
 5. After-class Learning Course was organized to new arrival students, and over 80% of students reflected that this course could improve their learning ability.
- The learning or potential of more capable students was developed:
 1. All subject panels have selected more capable students to attend training and off-campus competitions and activities, and over 70% of the selected students reflected that their abilities and potentials were enhanced.
 2. We have organized the elite classes of Chinese language, English language and mathematics, and Elite Course for Primary 4 NCS students in cooperation with the Chinese Language Support Section, Education Bureau. The teachers in charge said the elite classes paid off, and the students improved in test results.

- The teachers could monitor the strategies of catering for individual differences, and improved students' learning effectiveness:
 1. On the teacher development days of this academic year, language therapists were invited to explain how to identify the language barrier of NCS students. Over 95% of the teachers reflected that this could improve their professional knowledge and teaching quality, and cater for our teachers' development needs.
 2. Two different topics of schoolwork were completed in each grade for the subjects of Chinese language, English language and Mathematics, which help showing the strategy of catering for the learning differences effectively.
 3. The result of the teacher's survey has revealed that over 80% of the teachers improved in the skills of asking questions; over 70% of the teachers said they could handle students' individuals' learning differences. Every teacher was being observed at least once class a year, which was focusing on the effectiveness of asking questions and interaction catering for individual differences, and over 80% of the teachers could master their skills during observation. 90% of the teachers admitted that co-planning and class observation could improve teaching effectiveness. About 90% of the teachers realised they can improve the sense and skills of catering for individual differences by attending the lectures and seminars about small-class teaching and the outcome was satisfactory.

Reflection:

- Our school has fully supported SEN students and helped them improving their learning effectiveness through various programs; the Student Support Department and the Counselling Department supported students with needs through the After-class Learning Course and the New Student (NCS) Induction Course, etc. All main targets have been reached to our expected level. The suggestions for improvement are as follows:
 - If the list of new arrival NCS students could be fixed as soon as possible, the After-class Learning Course of the coming academic year can be brought forward to the end of October, which is believed to assist new students more effectively. Since new students arrive at school in different periods, there are certain operation difficulties for New Student (NCS) Orientation Course, therefore we can only assign more human resources to support new students.
 - As the SEN students have been fully supported by our school, and therefore, the understanding of special-learning needs can be broadened through all kinds of training.
 - Data have revealed that the elite and intensive courses were effective. However, the teachers in charge also think that one class per week is inadequate, and 30 students are too crowded for a class. Thus, a class with 20 students should be implemented if there are adequate resources to do so.
- All subject panels have selected capable students to join the training and service learning activities, which were planned and executed by the Activity Department, to improve and develop students' abilities and potential. The outcome was satisfactory and as expected.
 - The number of students participating off-campus activities will be increased next year, and administrative measures, such as rescheduling and arranging the time slot of the school buses, may be implemented to encourage students to take part in extracurricular activities.
- Under the cooperation between the School Administration Department and the Curriculum Development Department, and with the assistance of all subject panels, the methods of catering students' learning differences are used by our teachers through teacher training, collaborative planning and class observation, etc. in order to improve students' learning effectiveness. The outcome has met our expected goal and the suggestions for improvement are as follows:
 - Because of the time issue, around 40% of our teachers have mentioned that the number of co-teachers preparation is limited and which means the outcomes cannot reach our expectation. Therefore, the schedule will be modified next year in order to allocate more time and resources for teachers' co-planning and their professional studies.
 - The mathematics subject has tried out the collaborative teaching in this year, which was considered as a good teaching strategy. Thus, collaborative teaching are going to implement next year as well, and it will broaden the use to English language, mathematics and general studies.

Major Concern 3: Developing students' communication ability, creativity and critical thinking

Achievements

- The achievements of this major concern are as follows:

Chinese language:

- A school-based Chinese curriculum which is designed for Primary 1 and 2 students has been cooperating with the University of Hong Kong, and a Chinese vocabulary test has been conducted among Primary 1 and 2 students in September 2008 and February 2009 respectively. The outcome has showed that the average growth rate of learning Chinese for Primary 1 students was +1.46 and that of Primary 2 students was +0.64, indicating an improvement in overall performance. While the post test, which was originally scheduled in June 2009, was not able to finish on schedule due to the suspension of classes. (Effect size over 0.6 denotes strong, and over 0.9 denotes very strong (Cohan, 1988))
- Cooperating with the Chinese Language Support Section, Education Bureau, the Chinese writing curriculum for the second year has improved the writing ability of NCS students. A review of composition exercises has revealed that 80% of Primary 3 NCS students could construct complete sentences, of which 50% could write letters and greeting cards with simple contents. 80% of Primary 4 NCS students could write simple paragraphs or weekly journals. The result was considered as satisfactory.

English language:

- It has improved our students' communication abilities, creativity and critical thinking skills through the Buddy Reading Program, reading class, weekly journal writing and collaborative teaching by foreign English teachers. The teachers reflected that over 40% of students have improved in ability.

General studies:

- About 50% of students have showed critical thinking in composition exercises of the general studies subject. The teachers of the general studies subject have recognized that the strategies used such as themes study and discussion of the current issues can improve the abilities of critical thinking.

Arts & Education:

- Via observation, we have ascertained that about 45% and 50% of our students have showed their creativity in music and visual arts lessons respectively.

Other:

- Co-curricular activities, which involved all different subjects and students, were held, and it is designed to develop our students' communication, creation and critical thinking abilities. 70% of the teachers perceived that these activities could develop students' different and useful abilities.
 - Two different topics of schoolwork were completed in each grade for the subjects of Chinese language, English language and Mathematics, which students' abilities have ameliorated, which have been shown in their composition exercises.
 - In the examination papers of all kinds of subjects, raising questions is one of the types of style included in the paper, and most of our students have attained a certain level, while about 30% of the students have performed exceptionally well especially students from Grade 1 and 2. The Extracurricular Putonghua Conversation Course was established for NCS students for Grades 4-6, which have been recommended to attend this course. 80% of NCS students showed that this course has improved their understanding of Putonghua, and in general, the outcome was unexpectedly well.
- Staff members' teaching effectiveness:

The teacher and stakeholder questionnaire has indicated that over 80% of the teachers have often raised questions of different levels to students in class, and about 90% of the students believed the teachers' questions were enlightening and could help them understanding the concepts mentioned in the lectures.

Reflection:

- All subject panels have tried to improve students' communication, creativity and critical thinking abilities through changing the curriculum, planning activities and teacher training, etc. The outcome has actually met the targets. The suggestions for improvement are as follows:
 - The school will continue to cooperate with professional bodies and external sponsors, such as University of Hong Kong, next year, and establish curricula suited to our conditions to improve students' communication and critical thinking abilities.
 - Students must have a certain level of reading skills in order to carry out critical thinking exercises. Since neither Chinese nor English is the mother language for some of the students, and therefore, students who are less capable would often encounter difficulties in solving the questions in the exercises. In order to improve efficiently, suitable teaching materials have been collected from bookstores to optimize students' learning effectiveness.
 - The Chinese language courses for Primary 1 and 2 NCS students are taught by a cooperative program with the University of Hong Kong. The vocabulary usage of students has been improved, and the outcome was satisfactory. However, these courses were mainly focused on literacy teaching. Therefore, we have suggested that short news films and weather forecasts should be added next year to improve students' interest in learning, and strengthen the teaching effectiveness in the area of listening and speaking.
 - Most of the classes have performed well in the area of asking questions in classes. Therefore, new targets have been set next year, such as adding some other types of questions and increasing difficulty of the questions. On the other hand, it will also be added to daily schoolworks so that students have more chances to practice.
 - Based on students' performance and parents' comments, most of the parents hope that their children can have an opportunity to learn Putonghua, so Putonghua will be included in the regular curriculum next year.

8. Our learning and teaching

In the present year, we have continued our cooperation with the Faculty of Education, University of Hong Kong to design Chinese language courses for P.1 to P.3 NCS students, and the teachers, who taught NCS students, will have a chance to learn Chinese with learning software as well. Also, we have developed a series of Chinese writing teaching programs and elite courses for Primary 4 NCS students with the help of the Chinese Language Support Section, Education Bureau.

In order to improve the English proficiency of NCS and local students strategically through varied activities and programs, our school has allocated more resources to deploy foreign teachers for collaborative teaching. Collaborative teaching method has been used in mathematics classes, which have improved the performances of students from South Asian in this subject. For the subject of general studies, we are going to continue to develop students' critical thinking and self-learning abilities through on- and off-campus activities that can advocate more interaction and thinking of different topics. Therefore, a cross-subject Life-wide Learning Day in April was held at school, and cross-subject activities at All Saints' Day and at the Dragon Boat Festival, in order to enrich students' learning experiences.

The small-class teaching pattern was adopted in lower primary classes, which was intended to increase students' interests in learning and develop their abilities and potential through cooperative learning. In order to understand the concepts of small-class teaching and cooperative learning, as well as improve the understanding of relevant teaching strategies, the Small-class Teaching Section has not only assigned some teachers to attend the High-quality Learning Circle for Chinese and English language classes, small-class teaching training seminars and section meetings which were organized by the Education Bureau, but also assigned senior teachers to share their experiences and provide useful information on small-class teaching and teaching strategies, in order to improve learning effectiveness.

Besides, our school has won the bronze award in the 2008 Art Education Awards of the Hong Kong Arts Development Council, which has shown that our art program have broken through the standard pattern of traditional teaching, and brought arts into communities such as sharing fruits with Hong Kong citizens. This award has recognized our efforts in driving art education to school, and encouraged our teachers and students tremendously. Teachers from the Visual Arts Department were also invited for sharing their teaching experiences in this academic year. For example, they gave a speech of "Integrative art: The parade of artworks that can walk" at the Conference on Curriculum Reform and Teaching Practice in the Teachers' Professional Experience Sharing Month (2009), led "Classroom Practice Sharing of the Visual Arts Section" in the New Teacher Study Course, and acted as guest speakers in Guangdong province, Hong Kong and Macau Fine Arts Education Exchange Meeting held in Guangzhou.

In terms of developing a well reading atmosphere, classroom book corners, a central library and an auditorium book corner were set up at school, so that students could borrow books easily and develop a reading habit. A reading class was also arranged once a week for Primary 1-3 students to learn about reading tactics. In order to further promote the reading culture and improve reading effectiveness, teachers of the Chinese and English language subjects have conducted a reading instruction for teaching reading tactics to students systematically to improve students' reading abilities. Moreover, all students must attend morning reading time once a week, and were being asked to recommend books to classmates. 80% of our students reflected that the book recommendation session was their favorite part of the whole event. The Personal Reading Record Book was also introduced this year to encourage students to read by themselves or together with their parents. The stakeholder questionnaire revealed that 71.1% of students often read extracurricular reading materials after school.

9. Our support for students' growth

The school has an overall guidance service strategy to provide pertinent support for students, and cater for students' whole person growth. The school has established clearly-defined discipline and guidance policies, crisis management mechanism and absence from class reporting guidelines, etc., so that the teachers can understand the ways and means of guiding and supporting students clearly. The stakeholder questionnaire has indicated that students' and parents' overall impression of student growth support is 4.2 and 4.3, higher than Hong Kong average number. It can be analyzed from the parent's questionnaire that parents have recognized the support given by the school to help develop in an all-rounded way. In particular, 84.6% of parents admitted that the school can help their children understanding how to get along with others, 82.1% reflected that the school can help their children developing a good moral character, and 86.2% appreciated that the school can help their children solving different problems.

Besides, our school has developed students' virtues and a lifestyle of physical and mental health through the "Be a Healthy, Happy Kid Award Scheme", which is a medal-rewarding event, systematically and effectively. Over 90% of the teachers believed this program can actually encourage students to pursue a lifestyle of physical and mental health, and this program is also appraised by parents and students.

Moreover, the Primary 4, 5 and 6 classes have attended the Sky of Growth Resilience Group. 75% of students felt that they knew how to take care of others' feelings after attending this activity. In addition, we also advocated the resilience spirit of serving others and solving difficulties by involving students in services. Except on-campus services, students have also participated in flag sale, suburb cleaning and visiting elderly home as well.

And, the individual growth education curriculum has fixed sessions, and is designed by the SGT uniformly and taught by the class teachers. This curriculum covers four areas, which is focused on individual and group development, and involved learning and career partly. Most students have recognized that the growth courses have helped them, and the process is interactive and interesting. Over 90% of students like the growth courses very much.

In order to assist students with special education needs, we have supported SEN students in whole school approach. The school has enacted a supporting policy for students with special education needs. The SGT has stipulated mechanisms and procedures to be practiced by the teachers who are responsible for the "NFM pattern", and drafted a series of strategies and measures for supporting SEN students with staff of the Education Bureau.

We have also communicated with parents actively by distributing the School Newsletter twice per month to explain new initiatives of the school, report the agendas of all subject panels, and seek their support for students' participation in learning activities. 88% of parents were satisfied that the School Newsletter could offer opportunities for them to understand the school situation, and some parents gave positive inputs through the reply slip as well. We have also held activities such as Primary 1 Parents Night, High-quality Parents Lecture and Parent-child Day Camp to share experiences in junior education and parent-child communication. The stakeholder questionnaire has indicated that 90% of parents reflected that they are glad to receive information from school, besides, they are satisfied that the school has actually accepted their idea to improve the current situation.

With respect to support for new students, foreign teacher assistants will help Primary 1 students and new students of all grades to orient to the school life through the New Student Induction Course; in respect of secondary school enrollment of Primary 6 students, the SGT and the Guidance Section have also provided the "Secondary School Entrance Interview Seminar" for all Primary 6 students and parents to assist students in coping with the interview in the discretionary allocation stage.

10. Student performance

10.1 Extracurricular performance of students

We have arranged all kinds of extracurricular activities for students to develop their potential and broaden their horizon. The stakeholder questionnaire has revealed that over 85% of parents and students accepted that the school's extracurricular activities can provide more learning opportunities to students, and gain experiences by participating in competitions. Students have won many prizes in inter-school competitions, performed and showed on different occasions as well, such as the 23rd Kwun Tong District School Music Interflow, Cow Parade Hong Kong at Stanley Plaza 2009 and the Clay Road Pottery Show, etc.

10.1.1 Education Exchange Mission

6 of our students have attended the Education Exchange Mission, which was a five-day learning trip in Beijing organized by the HKTA-affiliated primary schools.

10.1.2 2009 Cathay Pacific International Chinese New Year Night

On January 26 2009, we were invited by the Tourism Board to attend the 2009 Cathay Pacific International Chinese New Year Night. We were the only school that participated in the performance on that night. In this activity, students not only can show their art and performance talent, but also can perform together, and learn from famous performing groups in the world, which was a fruitful night for us.

11. Financial report

Name of A/C	08/09 Grants received	08/09 Expenditures
BASIC/BASELINE/PER CLASS-IMC-P	968,060.45	1,080,848.10
Composite IT Grant	291,236.00	233,740.90
S B NAC Support Grant	84,900.00	25,967.00
Jockey Club LW Learning Fund	36,320.00	37,854.00
Capacity Enhancement GT	454,112.00	343,910.00
UPA	86,708.00	81,426.00
Reimburse GT IMC Quarter	249,899.19	330,724.19
Small CL	957,000.00	867,430.17
Learning Support	690,000.00	235,561.24
SP GRT NON Chinese Speaking	600,640.00	602,123.48
Special Non-recurrent Grants for Enhancement of IT Facilities		160,970.00
QEF Grant	115,000.00	84,500.00
Teacher Relief Grant	82,717.50	7,240.80
Grant Upgrade Websams-Aid Rpm	53,600.00	
Hong Kong School Drama Festival 08/09	2,050.00	580
His Grant Mitigation PH-A PRIM	6,000.00	2,574.00
	4,678,243.14	4,095,449.88

12. Feedback and follow-up

This academic year was the final year of the school's three-year development plan. Based on the experience and data from the past three years, the three major concerns were implemented successfully and have met the targets, and the outcome was really unexpectedly outstanding.

Since the physical and mental health of students is an important aspect of education, therefore, some strategies will be continued to implement and become the school's sustainable measures, such as "Be a Healthy, Happy Kid Award Scheme", and the Fitness Challenge. Next Year, relevant events will be designed and executed through different curricula, and weekly morning assemblies. In addition, we will further improve students' awareness of physical and mental health, and promote parental education by participating in the South Asian Health Support Program organized by United Christian Hospital.

Coming from different cultural and educational background, individual learning differences is therefore existed among our students, especially for those who are new arrival. As a result, in order to improve the issue happening in our school, cooperating with well-known universities and colleges is our first towards success. By providing teachers' training, designing teaching programs and adjusting curricula, our students' abilities and potential can be developed and be optimized.

Besides those technical methods, maintaining a harmonious learning atmosphere in campus is another way to improve learning efficiency among students. 'Amplifying multi-cultural education', which is one of the major concerns in the next 3-year school development plan, aims to create multi-cultural environment in campus, it will allow students to learn and understand different cultures, resulting in learning how to respect and appreciate the differences. Moreover, through our education, students can develop their critical thinking, as well as improve their personal moral character.

In order to cater to students' whole-person development, 'Enriching Extracurricular Learning Experiences' will be another major concern. We will broaden our students' horizon, develop their personal interests, improve self-confidence and communication skills, and develop their leadership skills and sense of responsibility, thereby improving the sense of belonging to Hong Kong through activities, award program, leadership training programs and participating in community services.