HKMA David Li Kwok Po College
Annual Report 2019/20

MAJOR CONCERNS ADDRESSED IN 2019/20

Last year, the College implemented a wide range of whole-school initiatives based on the major concerns drawn up at the beginning of the year. The following is a report on the implementation of various strategies by subject departments and student affairs teams to address these concerns.

Academic Affairs

Initiative	Implementation	Evaluation
Concern (1) : To empower students by promoting their self-management skills, empathy, resilience and integrity		
(1) Encourage students to lead a healthy lifestyle	• The Health and Physical Education (HPE) Teachers and Home Economics Teachers flashed out a number of learning programmes and activities to promote a healthy lifestyle among students. However, many of these programmes/activities have ultimately been cancelled due to class suspension amidst the coronavirus outbreak in Term 2. Examples of initiatives which were successfully implemented are listed below: ➢ Topics such as "Food and Health", "Nutrients of Different Food" and "Meal Planning" were covered in the S1 and S2 HE lessons emphasizing the importance of maintaining a balanced diet. ➢ A health talk on "Well Use of Nutrition Label" and an exhibition on "Healthy Eating Habit" were jointly organized by the school with the Food and Environmental Hygiene Department. ➢ Three sports equipment boxes were set up in the playground to provide footballs, basketballs and volleyballs for students to play during recess and lunchbreak. ➢ The HPE teachers made an extra effort to provide junior form	• The target was only partly achieved due to cancellation of some of the planned activities as a result of class suspension. • Positive feedback was received from both students and teachers on the implemented programmes/activities. A continuous effort will be made to promote a healthy lifestyle among students next year. • With respect to digital literacy, students concerned generally showed the ability to critically evaluate information on different digital platforms after the lessons. Lunchtime talks will be organized again in 2020/21 when full-day school resumes. Teachers will also try to arrange the talks via Zoom if webinars by external organizations are available.

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	students with health and sports information via Google Classroom during the class suspension period. A total of 8 sessions were done from March to June 2020. • A new ICT curriculum was introduced to educate the junior form students on the importance of digital literacy.	
Concern (2): To nurture students to become self-directed learners		
(1) Promote collaborative learning	• Building on the experience gained last year, teachers continued to adopt collaborative learning in their lessons, placing particular emphasis on effective time management of class and grouping of students. Same as the previous year, each subject department was required to plan and conduct at least one lesson planning for each subject on the use of collaborative learning. Teachers teaching the same subject designed the lesson plan and learning and teaching materials together. They would then implement the plan in their lessons, conduct an evaluation and explore improvement methods through peer-lesson observation. The lesson plans that were prepared by different departments are outlined below: ➢ The English Department used collaborative learning in a variety of learning and assessment tasks in English lessons such as poem and song writing, short story writing, Shakespeare play, workplace communication and social issue projects. ➢ The Chinese Department implemented collaborative learning for selected topics at different levels, e.g.『閱讀滙報』of the Chinese Language lessons in S5,『說話訓練及評講』of the Chinese as a Second Language lessons in S4 and『辛	• The target was only partly achieved due to the class suspension. • For the lessons implemented as scheduled, teachers concerned gave positive feedback on the use of collaborative learning in their lessons. They also expressed that they had become more confident in using this strategy in their teaching. • Teachers were found to have put more emphasis on time management of the lesson and grouping of students. They planned the lessons carefully and gave sufficient time for the class to have group discussion and presentation. Students were grouped based on their learning abilities and learning styles. Peer learning in a mixed-ability group has proved to be beneficial to students with different learning needs. • Students enjoyed the collaborative learning lessons. They collaborated well with their peers in the group activities via which they shared their ideas,

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	亥革命』 of the Chinese History lessons in S3. ➢ The Mathematics Department adopted collaborative learning in the topic of "Estimation in Numbers and Measurement" in S1 lessons. ➢ The Science & ICT Department used collaborative learning strategy in teaching "Accommodation of eye and eye defects" in S2 Integrated Science, and "Force and Motion" in S4 Physics. ➢ The Social Science Department implemented collaborative learning in S3 Geography lessons. ➢ The HE teachers used collaborative learning in the topic on "Milk and Egg" for S1 and "Meat and Convenience Food for S2. ➢ The VA teachers adopted collaborative learning strategies in teaching the topic of "Upcycling School Uniform Design" for S3 students. • It was most unfortunate that some of the above-mentioned collaborative learning plans were not realized due to the class suspension. But for those that had been implemented, the subject departments shared among themselves their experience and good teaching examples in using this learning and teaching approach in their department meetings. Also, the collaborative learning lesson plans designed and the teaching and learning materials concerned have been kept in the respective department servers for future reference by the panel members.	helped each other and learned from each other. Some students could even demonstrate critical and higher-order thinking skills. • Owing to its proven benefits, collaborative learning will continue to be implemented in the 2020/21 school year.

Initiative	Implementation	Evaluation
(2) Further strengthen mobile learning	• Teachers furthered their efforts in using flipped classrooms, placing particular emphasis on the design of group work/discussion in class to promote active learning. Each subject department prepared at least one lesson per term for S1 to S5 students with the use of this teaching strategy. • Online learning played an important role in learning and teaching during the class suspension period. Teachers used various mobile technology strategies such as Zoom Meeting, Flipped Classroom and Google Classroom to achieve the goal of "suspending classes without suspending learning". • To render more support to teachers in implementing online learning during the class suspension period, the IT Team provided training on Google Classroom, a new learning management system, for each subject department. • Google Classroom provides an effective platform to facilitate students self-directed learning, especially during the class suspension period. Different learning materials were therefore uploaded by various departments via the platform for the benefit of student, such as self-learning materials for reading comprehension and listening by the language departments, extended science-related articles by the Science & ICT Department and extended learning materials for Liberal Studies by the Social Science Department. • The school continued to subscribe to some useful e-learning platforms for students. They included "E-Builder" for English, "i-Learner" for Chinese and "Online Question Bank" for various DSE subjects. • Different subject departments utilized new applications and	• The target was mostly achieved. • The year-end reports from Heads of Department show that flipped classroom was successfully implemented at least once per term in S1 to S5 last year. Students have got into the habit of watching short video clips at home and completing the given tasks as part of their pre-lesson preparation. Moreover, teachers found that flipped classrooms could allow students to learn on their own paces and cater for diverse learning needs in a class, as students were able to watch the video clips anytime and anywhere. • Teachers have also found Google Classroom a useful teaching platform. Apart from providing extended learning materials for the more able students, teachers could make use of this platform to deliver regular lesson materials and collect assignments from students during the class suspension period. • Positive feedback was received from teachers on the use of mobile learning in teaching. They were satisfied with the e-resources and relevant training provided by the College.

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	software (such as Quizlet, Kahoot, Boggle, zipGrade, Plickers, Nearpod, Padlet and Edpuzzle) in their lessons to enhance students' learning motivation.	
(3) Further develop STEM Education	• The Science & ICT Department collaborated with the Mathematics Department to plan a STEM project on "Estimation and Error" for S2 students. Project details had been worked out but due to the pandemic in Term 2, the project was shelved. • A STEAM project entitled "Our Dream City" was jointly organized by the Science & ICT Department and the Visual Arts Department for S2 students, who were asked to design their own "dream building" during the Visual Arts lessons towards the end of Term 1. However, due to class suspension, students did not have enough time to use "Tinkercad" to draw the 3D diagram of their design and to use a 3D printer to produce their "dream building" in ICT lessons. • The Science & ICT Department, in collaboration with the Careers Team, arranged a group of S4 and S5 students to join the Hang Lung Young Architects Programme. It was expected that through taking part in an array of walking tours, seminars, interactive workshops and the final creative competition, students could discover the relationship between architecture and the community, learn more about the culture and history of Hong Kong's architectural gems, and hone their architectural knowledge and skills. • The Science & ICT Department also incorporated STEM education into the curriculum and organized a variety of STEM activities to avail students with more extended learning opportunities. For example – ➤ a "STEM Afternoon" was organized aiming to (1) provide	• The target was partly achieved. • The project learning and STEM activities were found to be quite effective in enhancing students' problem-solving skills, critical thinking skills, collaborative skills and creativity as per the feedback from both students and teachers. • The student survey conducted on the "STEM Afternoon" shows that 94% of the students enjoyed the activities and over 97% of them agreed that the activities had provided them with a chance to integrate and apply knowledge and skills across Science disciplines to solve authentic problems, and to learn Science concepts and skills in a fun way. • According to the student survey on the Forensic Science workshops, nearly 90% of students found the skills learned in the workshops practical. • Students who joined the Hang Lung Young Architects Programme reflected that the seminars, workshops, walking tours and projects had broadened their horizons and inspired them to better plan their future career paths.

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	opportunities for students to integrate and apply knowledge and skills across disciplines to solve authentic problems through hands-on STEM activities; (2) help students understand their roles in protecting Mother Earth from the damages caused by technological developments and (3) keep students abreast of the latest developments in Science and provide a platform for them to explore career pathways in the science-related field. Various activities were planned for this afternoon, including an S1 STEM Fair, an S2 STEM workshop, an environmental protection talk, a movie appreciation ("A Plastic Ocean"), and a career talk on the latest developments in Science (conducted by HKUST); ➤ coding skills like "Scratch", "App Inventor 2" and "Arduino UNO" were taught progressively from S1 to S3 in the junior form ICT lessons; ➤ Forensic Science workshops were arranged for junior form students with a view to enabling students to train up their scientific mind through crime scene investigation activities; • Due to the social unrest and pandemic outbreak, many scheduled STEM-related competitions and activities were cancelled. Our students only participated in two external competitions in 2019/20. This notwithstanding, during the class suspension period, a group of S3 students joined the online workshop "Unleash Your Creativity at Home" organized by the Faculty of Education of HKU. The aim of the workshop was to promote daily creativity through a series of engaging activities.	• A group of senior form Biology students won the second runner-up in the "Searching for Nature Stories" Field Study Competition 2019 (Video Stream). Through active participation in STEM-related competitions in the past few years, a maker culture is gradually building up at the College. The Science & ICT Department will continue to organize STEM workshops for students next year.

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(4) Further promote reading across curriculum	- Subject Departments prepared subject-specific DEAR reading articles and recommended booklists to encourage students to read more in terms of variety and text types. - The school library purchased a new e-book platform "HyRead" to provide more e-reading resources for our students. Library lessons were held to introduce S1 students to the e-reading materials and e-resources available in the library. - The school library made an extra effort to continue promoting reading among students during the class suspension period by producing books sharing video clips and uploading them to Google Classroom on a regular basis. - To help students develop a reading habit and create a reading culture in the College, the school library also organized a wide range of reading promotion activities for students of all levels. - To promote reading across curriculum, the English Department and the Social Science Department had planned for a project collaboration between Integrated Humanities and English in S2. However, the project was finally cancelled due to class suspension.	- The target was mostly achieved - The library will continue to provide a variety of reading resources and organize more reading promotion activities for our students with a view to nurturing them to become life-long readers. - The English Department will continue to collaborate with the Social Science Department to work on the project related to reading across curriculum. The English Department will also collaborate with the Science & ICT Department to teach S1 students to write reports on scientific investigations/ experiments in the 2020/21 school year.

Student Affairs

Initiative	Implementation	Evaluation
Concern (1): To empower students by promoting their self-management skills, empathy, resilience and integrity		
1. Promote reflective thinking among students	• As part of the Personal Development Programme (PDP), the Guidance and Counseling Team used the "Growth and Personal Story" (GPS) to help students set goals and conduct self-evaluation after the major assessments. In doing self-evaluation, the students were guided by the class teachers to reflect on their achievements/ progress in terms of academic performance, relationship with peers and family members, involvement in community services, self-management and living habits. • Goal-setting and self-evaluation were integrated into the life planning education for junior students. However, owing to class suspension brought by the coronavirus outbreak, only the programmes for S3 were implemented. • Goal setting and reflective thinking was also emphasized in all student leadership training programmes. For example, the Student Council and student leaders in different School Houses and ECA clubs were guided and asked to map out their year plans, teachers-in-charge issued regular leadership quality reports to the major student leaders to facilitate their self-evaluation, etc. • During the summer holidays, various types of learning	• The target was mostly achieved. • Regarding GPS, about 86% of the students stated in a year-end evaluation survey that they had used their goals as a guide for their actions. 80% of the students claimed they had always reflected on their progress. 95% and 81.8% of the teachers and the students respectively agreed that the GPS could help students set goals and reflect on their performance. 87% of the students also agreed that the GPS had provided a platform for them to share regularly with class teachers and for teachers to give feedback to them. • On life planning education, a year-end survey reveals that 92% of the S3 students showed understanding of the importance of setting goals and developing reflective skills on life planning. 93% of the students found the programmes useful in helping them evaluate their own strengths for future development. Positive feedback was also received from the class teachers concerned (with 95% of them agreeing that the programmes had helped the students to set goals and enhanced students' awareness of life planning). • Although quite a large percentage of students showed understanding of the importance of goal setting and self-evaluation, due to the class suspension teachers were unable to monitor students' progress closely and give timely and suitable suggestions, (especially in the second term). Therefore, more needs to be done in 2020/21 to enhance the quality of students'

Initiative	Implementation	Evaluation
	materials, including inspiring stories, were prepared and sent to students to help them learn from others, reflect on their performance, develop motivation to improve and set goals for the following year. • The Careers Team organized a wide range of programmes to help students of various levels to set clear goals and make informed decisions for their future studies and careers. Examples are a "Careers Express" programme for S2; a Subject Selection Helpdesk and a sharing session by S5 students and alumni on study skills (held via Zoom during the class suspension period) for S3; a Webinar titled "Plan for Future Career" and an online mock interview workshop for S4; briefings on JUPAS and E-APP for S5; career talks, videos concerning overseas studies, a simulation exercise for DSE results release and a mock university interview for S6, etc.	goal-setting and the whole P-I-E process. Class teachers will also be asked to give more guidance to students and to share their strategies at class teacher meetings. • Due also to the social unrest and class suspension, student leaders were not able to fully implement their plans. This notwithstanding, efforts to promote goal setting and reflective thinking were found successful for student leaders. With teachers' assistance, students were able to develop good annual plans and conduct proper evaluations. That said, it was noticed during the class suspension period that some student leaders needed more help with self-management. Therefore, promotion of self-management will be one of the foci of leadership training in 2020/21. • To facilitate better goal-setting and self-evaluation for students, the Guidance and Counselling Team will refine the GPS booklet for junior forms and senior forms respectively. Concurrently, more guest speakers will be invited to share their success stories with an aim to inspiring students on goal-setting and self-reflection. • With regard to the careers activities held, a great proportion of students (ranging from 83% to as high as 100%) found them informative and useful in helping them to plan ahead through reflection on their own performance and knowledge about the requirements in workplace and the skills required in different career options. • Given the current political situation, more and more students may wish to study abroad. Thus, more information about overseas studies, such as the academic requirements and the types of programmes available, will be given to them.

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		• Various student affairs teams started using more online tools to support students when face-to-face learning was suspended. Having regard to this, more different types of resources would be given to students via on-line platforms such as Google Classroom in 2020/21.
2. Encourage students to lead a healthy lifestyle	• Strenuous efforts were made to organize programmes/activities to promote good living habits as exemplified below: ➢ The Assembly Team collaborated with different functional teams to encourage healthy lifestyle in school assemblies; ➢ The Campus TV Team and the HPE Department joined hands to produce programmes introducing to students the important concepts about exercising and good living habits; ➢ Healthy lifestyle was made part of the PDP for students; ➢ The Guidance and Counseling Team organized programmes to promote mental health at various levels, such as emotional management for S1 and S2, and stress management for S3 to S5. ➢ A mindfulness workshop was organized by the school counsellor for S6 students to alleviate their stress about public exams. ➢ Students were recruited from S1-S3 to act as "Sunshine Ambassadors" to promote mental health.	• The target was partially achieved. • For each of the activity that had been successfully held, positive feedback was received from over 90% of the participants. • 89% of the students expressed in a year-end survey that they understood the importance of healthy lifestyle. • The Sunshine Ambassador Programme was not fully completed due to class suspension. It will continue to be implemented in 2020/21. • Mental health issues are receiving more and more attention in society. At the school, only about 83% of the students stated in a survey that they had good mental health. As parents play an essential role in promoting mental health among teenagers, a plan is hand to organize seminars on mental health for parents in 2020/21. • Efforts will continue to be made to promote both the physical and mental health of students. For instance, programmes will be launched in 2020/21 to help students understand the negative impact of unhealthy diet. At the same time, as a school survey reveals that about a number of students at various levels (40% in S1, 47% in S2, 62% in S3, 57% in S4, 70% in S5 and 46% in S6) spent more than two hours on mobile phone/ social media/ other leisure activities each day, more will be done in 2020/21 to raise students' awareness on the proper use of mobile devices and to help students

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	The Ambassadors were equipped with the basic skills of counselling and identifying schoolmates with special needs. • To develop students to be good digital citizens, a PDP programme was specially designed to promote against digital addiction for both S2 and S5 students. At the same time, talks on anti-cyberbullying and the legal consequences of cyberbullying were organized. • Workshops were held to advise parents on how they could help their child develop good living habits and prevent or solve the problem of digital addiction. • There remained a couple of other programmes that had been planned for introduction but subsequently cancelled or not fully implemented due to the class suspension.	understand the negative impact of prolonged use of mobile phone on their physical and mental health. • Activities aiming to equip parents with parenting skills, particularly those that would help students develop good habits and healthy lifestyles, will continue to be held via different means next year.
3. Nurture a culture of accountability among students	<u>As a Student</u> • Students were always reminded of their responsibility to attend school and to attend school punctually. Class teachers closely monitored the attendance of their students and contacted parents concerned where necessary. Whenever any student was found having the tendency to be absent or late for school regularly, referral would be made such that timely intervention could be done. • Students' attendance records were closely monitored not only by class teachers, but also the Discipline Team and DP(SA). Absence and	<u>As a Student</u> • The target was fully achieved. • Excluding students with serious emotional problems, 98.6% of S1-S5 students attended 90% or more of the school days, which was higher than the previous years' records. As for S6 students, there was a slight drop in the attendance rate to 93.5% (against 95.3% in the previous year), but the situation was still considered satisfactory when compared to the past few years. At the same time, teachers have become more vigilant about unusual absence (due to emotional problems) cases; their prompt reporting had rendered it possible to take remedial actions at an early stage.

Initiative	Implementation	Evaluation
	lateness data were sent by the Discipline Team to class teachers for follow-up, and problematic cases were discussed at the class teacher meetings. Lunch time detention, student interviews and parent interviews were among the usual remedial actions taken. The hard-core or more complex cases were handled by DP(SA) together with the school counsellor or the school social worker. • Prospective S1 students who joined the school camp in August 2019 were given an elaborate briefing on the school's expectations (i.e. they need to be responsible, respectful, disciplined, appreciative, etc) <u>As a Class Member</u> • To promote accountability and class harmony, class-based activities were arranged for students in some Friday Afternoon lessons. Guidance was given by the class teachers to the class committee members to organize class activities of their own. • Board decoration competitions and other class-based lunchtime programmes were organized to enhance class bonding and students' readiness to contribute to the class. • A "Secret Angel" programme was launched in all junior form classes whereby students were encouraged to show care to their classmates.	• Regarding punctuality, due probably to the social unrest at the beginning of the school year, students who had a lateness record increased slightly by 2.7% in the first term compared with the same period in the previous year. However, when classes resumed after prolonged suspension in the second term, students were more punctual (their performance being even better than that during the same period in the previous year). • There was an increase in the number of more serious lateness cases from two in the previous year to six in 2019/20, though it later found out that two of the six cases had planned to leave for overseas studies. • Although 94% of the students stated in a school survey that they understood the importance of being punctual, around 33% of students had records of being late for school. With continuous and reinforced reminding efforts, it is hoped that the percentage could be reduced to below 30% in the coming year. • According to the survey done after the camp for prospective S1 students, a great majority of the participants (ranging from 93% to as high as 96%) agreed that the activity had enabled them to experience the spirit of perseverance and to learn to be responsible, punctual, independent and self-disciplined. Regrettably, due to the pandemic outbreak, the camp for the 2020/21 cohort of S1 students was cancelled. The Discipline Team therefore needs to invest more efforts in ensuring the S1 students understand well the school's requirements and expectations regarding school rules, including attendance.

Initiative	Implementation	Evaluation
	<u>As a Student Leader</u> • Various training programmes were implemented to reinforce student leaders' sense of accountability in their role as a student leader. For instance, training camps were organized to enhance the prefects' capabilities and confidence in performing their duties; on-the-job training was given to prefects in supervising lunch in junior forms and discharging important duties in all major school events; leadership training by way of workshops/camps/ briefings were arranged for student leaders from the Houses, ECA Clubs, Student Council, Sports Teams, Community Service Team and Careers Team. • Student leaders were asked to practise from time to time the leadership skills they had acquired in a variety of school functions, including organizing the House AGM, Cheering Competition in the Sports Days, Talent Quest at Christmas, lunchtime programmes for students, Charity Sale for Community Chest, careers-related activities such as talks and sharing sessions, etc. • 28 peer counsellors from the junior forms were recruited to help S1 students adapt to the new school environment in the first term. • Regular performance feedback was given by teachers-in-charge to student leaders concerned in the hope that the latter would strive for continuous improvements.	• The "5 Star Student" Campaign aiming to promote accountability amongst students could only be conducted twice in the first term due to class suspension in the second term. To help strengthen students' sense of accountability, the campaign will be revived in 2020/21. <u>As a Class Member</u> • The target was mostly achieved. • Training for the key personnel in class committees (e.g. chairperson and secretary) will continue next year to help students concerned understand their roles and equip them with the necessary knowledge and skills to carry out their duties. In 2020/21, they will also be asked to help the Discipline Team to maintain a good classroom environment. • At the same time, efforts would continue to be made to promote class-based activities and to encourage students to organize activities for their classes in 2020/21. <u>As a Student Leader</u> • The target was partially achieved. • Positive feedback was received from students on the training activities arranged. • Nonetheless, some prefects were found to be still weak in their presentation skills despite the training given. More intensive training in this area needs to be provided next year. • Influenced by the social movement that happened in 2019, students seemed to have become more critical of the work by the Student Council, the only student body elected by students at the school. Thus, more support will be given for the leaders in the Council to properly address their schoolmates' queries and requests.

Initiative	Implementation	Evaluation
		• The hands-on training for the student leaders in the Careers Team, who were relatively introverted, has heightened their confidence in communication and improved their organization skills. This will definitely benefit them in their future careers. • The work of the peer counselors requires more refined counseling and interpersonal skills and takes on more caring quality. Thus, more training and mentoring support will be given to the students concerned next year.
4. Promote integrity	• A number of presentations promoting integrity were done in Friday morning assemblies. • A Panda Radio program was specifically produced to promote integrity. Students were asked to set goals for practising integrity at the beginning of the school year and have self-reflection via the GPS. • Integrity was made an crucial virtue to be tackled in the PDP, especially those for the junior forms. Under teachers' guidance, S1 and S2 students discussed among themselves about the importance of integrity and ways to practise it. • Integrity was made a major focus in the programmes of the camp for prospective S1 students. • Each time when a case involving serious dishonesty occurred, the Discipline Teachers would arrange debriefings for the class, and sometimes even the form concerned.	• The target was fully achieved. • According to APASO, the rating for "Ethical Conduct", an area concerning self-assessment on moral issues, (including integrity) rose for three consecutive years from 3.11 in 2017/18 to 3.8 to 2019/20 in the junior forms, and from 2.97 in 2017/18 to 3.13 in 2019/20 in the senior forms. • Apart from the above, some 95% of the students stated in a school survey that they understood the importance of being honest to others and themselves, while 94% stated they often demonstrated integrity. • Nevertheless, in view of the cheating cases found occasionally in the junior forms, integrity will remain one of the core values to be tackled by the Discipline Team in 2020/21.

Financial Summary for the 2018/2019 School Year

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	65.9%	*N.A.*
School Fees	*N.A.*	32.0%
Donations, if any	*N.A.*	*N.A.*
Other Income, if any	*N.A.*	2.1%
Total	65.9%	34.1%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	79.1%	
Operational Expenses (including those for Learning and Teaching)	8.9%	
Fee Remission / Scholarship[1]	3.7%	
Repairs and Maintenance	2.4%	
Depreciation	4.9%	
Miscellaneous	1.0%	
Total	100.0%	
Surplus/Deficit for the School Year [#]	0.3 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	7.9 months of the annual expenditure	
[#] *in terms of equivalent months of annual overall expenditure*		

[1] The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☑ It is confirmed that our school has set aside sufficient provision for the fee remission/scholarship scheme according to Education Bureau's requirements (Put a "√" where appropriate).