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1. Brief Introduction of the School

1.1 School Mission Statement

Our College shares the universal mission of Catholic Schools in the education of the whole person.

Consistent with the school motto, "In Constantia Fortitudo”, we shall guide our students to persevere in their quest for knowledge and help students build their character, develop their potential and their sense of commitment towards the community at large.

It is the school’s hope that all students and members of staff experience the spirit of love and the teachings of the Gospel both through the curriculum and school life.

1.2 Our Vision:  

**UNITY  PERSERVERANCE  LOVE**

1.3 Our School

Our School, founded in 1958, was named after the first Vicar Apostolic of Hong Kong, Timoleone Raimondi (1874 – 1894). Raimondi College is a feeder school, with the majority of the Secondary 1 places taken up by pupils from our own Primary Section. The Secondary Section, which is aided, has 35 classrooms, 6 science laboratories, 1 multi-media learning centre, 2 computer rooms, 1 geography room, 1 music room, 1 art room, 1 counselling room, 1 student union room, 2 halls, 1 library, 1 studio, 1 gymnasium, 3 covered playgrounds and a basketball court. All rooms are air-conditioned. All classrooms and special rooms are equipped with both a LCD projector and a screen. Our Alumni Association was established in 1961, the Parent-Teacher Association in 1966 and the Student Union in 1969. The school started to admit female students in Secondary 6 & 7 in 2000 and turned co-educational in 2008.

1.4 School Management

The sponsoring body of our school is “The Catholic Diocese of Hong Kong”.

School-based management was first implemented in 1996.

School Management Committee

**Supervisor**: Mr. Peter Lee Shung Tak  
**Managers**:  
- Rev. Fr. Philip Chan Tak Hung  
- Mr. Gregory Chan Yau Lok  
- Mr. Paul Wan Yiu Chung  
- Ms. Lily Chen  
- Mr. Andrew Au Gar Wai (Principal)

All school managers are appointed by the sponsoring body.

1.5 Class Structure

<table>
<thead>
<tr>
<th>Secondary</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of classes</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>24</td>
</tr>
</tbody>
</table>

Total no. of students in 2012 - 2013: 863

Total no. of teaching staff in 2012 - 2013: 57

1.6 Quality Assurance

External School Reviews in March 2004 and January 2010

Focus Inspection on “Life Wide Learning” in July 2007
2. **Major Concerns (Achievements and Reflection)**

2.1 **Assisting students to be responsible learners capable of constructing knowledge and acquiring skills for higher level of attainment**

2.1.1 Developing in students desirable study habits for attaining learning goals

(a) Setting students’ learning goals by levels of performance

- School level targets in terms of attainable results of our S6 students in the 2013 Hong Kong Diploma of Secondary Education (HKDSE) Examination were set.
- S4-6 students’ performance in terms of level descriptors was calibrated through score-level correspondence with reference to the 2012 HKDSE Examination results.
- To accurately benchmark students’ performance, the following measures were adopted:
  - Subject panels were reminded to maintain fairness in continuous assessment so that assessment results can truly reflect students’ standard.
  - Marking of uniform test/examination papers was standardized among teachers by ways of block marking, double marking, using marking schemes or rubrics.
- The requirements of HKDSE level descriptors were explained to students.
- Talks for parents about assessment policy were arranged as follows:
  - S1 Orientation (25 August 2012)
  - S1 Examination Skills Workshop (18 May 2013)

(b) Assisting students to develop desirable learning habits and attitudes

- A model to motivate students to take charge of their own learning has been tried out by Head Teachers. To develop passion for learning, the following determining factors are identified:
  - **Meaningfulness**
  - Sense of being in **Control**
  - Building **Capacity**

  It is geared towards the developmental needs of students, namely, independence, identity, recognition and being loved.
- Desirable learning habits and attitudes were introduced to students through the following means:
  - S1 learning habit programme during Class Teacher Periods
  - Homework submission policy
  - Interviews with S1-3 underachieving students by the Assistant Principal, Head Teachers, guidance teachers, class teachers and subject teachers
  - Supporting S1-3 underachieving students on time management by the Guidance Master
  - Interviews with all S6 students by the Principal and the Assistant Principal
  - Experimenting on transforming the classroom into a brain-based learning centre
  - Forming study groups in some classes

2.1.2 Enhancing the assessment system to monitor students’ learning progress and provide feedback for continuous improvement

(a) Reinforcing the administration of continuous and formative assessment

- Appropriate assessment tools that support students’ learning were employed by
subject panels.
- Subject panels have revised their continuous assessment framework to provide a fairer and more accurate reflection of students’ learning progress. The purpose of which is to use assessment data to drive analysis in the Planning-Implementation-Evaluation (PIE) mechanism.

(b) Improving the functions of summative assessment
- Setting and marking of test/examination papers were standardized.
- Score-level correspondence was refined with reference to statistics of the 2012 HKDSE examination.

(c) Analyzing assessment data to facilitate feedback for learning
- Test and examination data were systemically analysed by the School Administration and Improvement Committee (SAIC) and subject panels to identify high achievers as well as to detect students’ problems in learning. High achievers were recommended for attending the S6 Star Programme and gifted education programmes (leadership, mathematics and science) as well as participating in competitions (such as public speaking, debate, drama, mathematics, science and business). Counselling interviews and remedial programmes were provided for students with learning difficulties.
- An MOI (medium of instruction) Task Group was set up to identify students having difficulties to learn through the English medium. Remedial actions were applied to support these students.

2.1.3 Creating conditions conducive to the effective construction of knowledge and acquisition of skills

(a) Further development in Knowledge Building: from teaching to learning
- Students’ learning capacity has been fostered through further development of the Knowledge Building teaching model. Components of the model, namely, prior knowledge, task design, scaffolding, consolidation and application have been duly addressed. The effectiveness of classroom learning has been monitored by lesson observations.
- In cooperation with St. Clare’s Girls’ School under the School-based Support Services of the Education Bureau, Liberal Studies teachers participated in collaborative activities such as curriculum planning, lesson preparation, lesson observation and experience sharing.
- School-based initiatives in the realm of learning, teaching and assessment were carried out:
  - A joint project with Valtorta College on understanding how the brain processes information for effective learning in an S4 class
  - A pilot scheme on analyzing the S2 students’ performance in Mathematics during the Second Term Test using the Assessment Quality-assurance Platform (AQP)

(b) Equipping students with necessary skills for learning
- Students were equipped with necessary study and examination skills to tackle assessment tasks in unfamiliar contexts.
- Students’ examination skills were enhanced through the following strategies:
  - Star Programme for S6 high achievers conducted by public examination markers, subject teachers and former HKDSE candidates
  - Remedial programmes
- Subject-based talks and training  
- Pre-mock examinations  
- Regular practice on past papers for all S6 students (English Language, Chinese Language, Mathematics and Liberal Studies)

2.1.4 Reflection

- Students’ academic learning goals have been systemically set by levels of performance. Learners should continuously be nurtured in an environment conducive to developing their desirable study habits for attaining learning goals. In this sense, the school is moving towards the direction of ‘Assessment as Learning’. The assessment system should be refined to guide each student to monitor and critically reflect on his or her learning progress. Students are thus shifting from passive to active learning.

- The model used for mentally motivating students towards learning should be further explored and developed. It comprises the elements of Meaningfulness, sense of being in Control as well as building Capacity. The aim of which is to help students to be responsible for their own learning, so that they can make adjustments for maximizing their capacity for learning.

- Much effort has been placed on stretching the abilities of gifted students and catering for the needs of academically disadvantaged students. We should be committed to the objective of developing the potential of each student with the provision of sufficient learning opportunities for all.

2.2 Providing scaffolds for students to realize their potential, use their talents and abilities to serve the community as well as to lead a healthy life

2.2.1 Cultivating responsible citizenship through the Healthy School Policy

(a) Implementation of the Healthy School Policy comprising:

(i) Healthy living and habits

- The theme ‘Taking Courage to Shoulder One’s Responsibility’ was shared among various teams under the School Support Committee (SSC) and the Student Activities Committee (SAC) in planning their schemes of work and programmes.

- A number of talks, seminars, workshops, site visits and whole school activities were arranged and conducted for students on topics like healthy sleep, physical exercise, time management, major concerns and school’s expectations of students’ performance as well as drug abuse. These events aimed at nurturing a goal-driven concept on planning for tertiary education among the senior students and brushing up self-management skills for a positive secondary school life among the junior students.

- The Top Wisdom Elderly Academy Committee consisting of 4 elderly from Caritas Elderly Centre (Central District) and 4 senior students from Raimondi College was formed in early October 2012. The theme of the year was ‘Caring about our Health and Environment’. A series of programmes were organised for the development of inter-generation cohesion and mutual respect.

- Seminars and workshops for non-Chinese speaking students on anti-drug and sex education were organized.

- An S4 Orientation Camp on team building and formulation of a class-based action plan in line with the school’s major concerns was conducted in September 2012.
An inter-class talent quest was jointly organized by the Music Panel and the SAC on the Christmas Celebration Day 2012.

Afternoon Classroom Assembly was introduced to nurture a caring and orderly classroom environment.

(ii) Healthy environment

- All the existing T8 fluorescent lamps in school were replaced by T5 fluorescent lamps and LED lightings which could save energy up to 6000 kwh and reduce 5,000 kg of greenhouse gases annually.
- The roof of Karl Hall was painted with a layer of solar insulation coating which could reduce the venue temperature of the hall underneath by about 8 degrees Celsius.
- A food waste processor was installed to promote the concept of environmental protection.
- Windows exposing to sunlight were laminated with window solar films to avoid excessive heating and uncomfortable hot spots.

(iii) Psychological and mental health

- The school joined the ‘Healthy Sleep’ research project of the Chinese University of Hong Kong in promoting constructive sleeping habit for better living and learning among students.
- The ‘Fit-for-fun’ programme, organized by the School of Public Health of the University of Hong Kong, was introduced to the S1 students to improve their psychological and mental health through functional training on muscular endurance and stability.

(b) Pilot scheme on Moral & National Education

- The implementation process was slowed down due to public resentment over the National Education Curriculum Guide issued by the Education Bureau in early September 2012. However, lesson plans together with learning and teaching materials on three school-based National Education topics, namely, (i) Knowing China, (ii) Food Safety in China, (iii) Human Rights in China, were designed. These lessons were introduced and tried out. The scheme also incorporated Catholic principles about National Education with due emphasis on personal growth as well as love of family, society and country.

(c) Online smoking cessation campaign

- An online smoking cessation campaign for junior secondary students was jointly organized with the Department of Paediatrics and Adolescent Medicine of the University of Hong Kong.

2.2.2 Strengthening the partnership between school and home education

(a) Providing support for parents with difficulties in parenting

- Four talks were conducted to help parents understand the needs and problems of secondary students so that they could better communicate with their children and support them. About 40 parents from S1 to S3 joined the programme.
- Consultation and counselling services from the Guidance Master and the Educational Psychologist were provided for parents with Special Educational Need (SEN) students or difficulties in parenting. The scope of parental difficulties included communication obstacles with children, failure in supporting children’s learning at school and family conflicts.

(b) Inter-sectional parent education curriculum
Both the Primary and Secondary sections shared and aligned their programmes on parent education.

The Raimondi College Parent-Teacher Association was mobilized to support and organize some of the parent workshops.

(c) Orientation for S1 students and parents

- The S1 Orientation Day was conducted in August 2012. Department Heads of English, Chinese and Mathematics were invited to brief the S1 parents on the features of secondary education with due emphasis on the importance of language and mathematics skills.
- Counselling, mediation services, and social/study skills development programmes were provided for SEN students or students with learning difficulties.
- Case conferences or mediation services were provided for class teachers and subject teachers teaching SEN students or students with learning difficulties.
- A social skills training programme was arranged for junior female students to help them handle relationship with the opposite gender.

2.2.3 Nurturing a reflective classroom with firm moral bearings and mutual respect

(a) Building a caring and supportive classroom atmosphere

- Thematic programmes during lunchtime were organized by the Caritas social workers in October and November 2012 for S1 students to enhance class spirit and cultivate a caring and supportive classroom atmosphere.
- A classroom assembly scheme after lunch was introduced to uphold classroom discipline, encourage interaction between class teachers and students as well as to achieve some learning objectives relating to moral and values education.
- A whole-school and multi-pronged approach in the development of students’ self-discipline was adopted, for example, students were required to take responsibility for cleaning up their classrooms after lunch and devising solutions to disciplinary challenges.
- 10 S5 students were trained to conduct a service learning mass programme for their classmates. The programme had positive impacts on both the trainers and the trainees.

(b) Nurturing a supportive school atmosphere

- The ‘Big Brother and Sister’ scheme was launched in the form of a revision programme during lunchtime for S1 students. 12 S3 student leaders were recruited and trained as facilitators.
- Informed by formative and continuous assessment data, subject teachers were enlisted to conduct focused learning workshops during lunchtime for S1 students in order to boost their academic performance. This intervention programme was jointly coordinated by the Student Support Committee and the Curriculum Development Committee.

2.2.4 Reflection

- To nurture a caring classroom culture, the 5-minute afternoon classroom assembly should be continued.
- There is a need to formulate a structured programme for the planning, implementing and monitoring of activities to support the academically challenged learners in junior forms.
• To maximize the bonding between the Primary and Secondary sections, workshops on parenting for P4 – S3 parents will be organized.

• We shall strengthen the support for S3 – S5 students and parents in relation to the development of the Hong Kong Diploma of Secondary Education Examination (HKDSE) in general, and the selection and withdrawal of electives during their course of study in particular.

• We shall extend the leadership training programme to all junior form students so as to empower them to be active learners.

2.3 Upholding continuity and sustainability in school development under the governance of the Incorporated Management Committee (IMC)

2.3.1 Making preparations for the establishment of the IMC

(a) Training for staff and stakeholders

• It is originally planned that Raimondi College will join the second batch of Catholic Diocesan Schools to set up its IMC in 2013-2014.

• At a meeting of the School Management Committee held on 14 June 2012, it was resolved that our school join the whole package of services provided by the Catholic Education Office of the Catholic Diocese of Hong Kong, the sponsoring body of our school, to organize and to provide such services as deemed required for the implementation of IMC.

• A briefing session for members of our Parent-Teacher Association and Alumni Association was held on 26 September 2012.

• The Supervisor and the Principal attended the preparation talk for the second batch of schools establishing their IMCs in 2013-2014 on 23 January 2013.

• There will be two IMC training sessions for staff. The first training session was held on 10 May 2013 during the school’s second Staff Development Day.

(b) Formulation of IMC Constitution and Service Agreement

• The IMC Constitution and Service Agreement will be prepared by our service provider, that is, the Catholic Education Office.

• Our school has received the draft Service Agreement (dated 2 November 2012) and the draft IMC Constitution (dated 28 December 2012).

(c) Other preparation work includes

• school asset management using the eInventory module of eClass,

• school accounting system using the Financial Monitoring & Planning (FMP) module in WebSAMS,

• election of teacher, parent and alumni school managers, and

• core values of Catholic Education.

2.3.2 Improving the management capabilities of the Key Learning Area (KLA) Departments and Subject Panels

(a) Programme plans of KLA Departments

• In addition to Curriculum Development Committee and Liberal Studies, the programme structure for curriculum in 2012-2013 was expanded to encompass the 8 KLAs, namely, Chinese Language Education; English Language Education; Mathematics Education; Science Education; Personal Social & Humanities Education (PSHE); Physical Education; Technology Education and Arts Education.
• Programme plans for the Science, PSHE and Arts KLAs included cross-curricular activities/projects involving different subjects within their respective KLAs.

(b) Empowerment of middle management
• All programme leaders were required to include a Planning-Implementation-Evaluation (PIE) folder in their programme plan. The PIE folder helped middle managers identify, tackle and solve problems using the PIE mechanism.
• Over 25% of the teacher appraisal duties was delegated to the two Assistant Principals and KLA Department Heads of Chinese Language, English Language, Science and PSHE.

(c) Supervision and support for KLA Departments and Subject Panels
• The head of the Chinese Department, Ms. A. Law, joined EDB’s Staff Interflow Scheme 2012 on secondment terms for curriculum development and support duties in Chinese Language Education.
• Two senior teachers, namely, Ms. W. Chiu and Mr. L. Yeung, were nominated for professional interflow and staff development under the Catholic School Leadership Development Programme in 2012-2013.
• The Principal and Assistant Principals provided support and guidance for the following departments: English Language (Dr. E. Lee), Mathematics (Mr. G. W. Au) and Liberal Studies (Mr. K. H. Tam).

2.3.3 Celebrating the school’s 55th anniversary

(a) Logo design
• The 55th anniversary logo, designed by students, was finalized in December 2012.

(b) Formation of the preparation committee
• The Organizing Committee for the celebration of the School’s 55th Anniversary comprising principals and teachers from the Secondary, Primary and Kindergarten sections was set up in September 2012.

(c) 2013 Standard Chartered HK Marathon
• The event was held on 24 February 2013.
• The Principal together with teachers, students, past students and parents took part in Run 2 of the 10 km race.
• A group photograph was taken after the race at Victoria Park.

(d) 55th Anniversary Reunion Dinner
• The dinner, jointly organized with the Parent-Teacher Association, was successfully held on 27 April 2013 at Maxim’s Palace, Shung Tak Centre, Sheung Wan. Over 1,000 people attended the dinner including principals and staff (Secondary, Primary and Kindergarten sections), school managers, parents, students, past students and guests (former principals and teachers, benefactors, etc).

(e) 55th Anniversary Concert
• The concert, featuring student performers from the Secondary, Primary and Kindergarten sections, was held on 14 May 2013 at the Hong Kong City Hall Concert Hall. A theme song entitled “Walk On, Stay Strong” was composed by an S6 student to celebrate the event.

2.3.4 Reflection
Besides the administrative matters relating to the establishment of the IMC, our attention should be focused on enhancing school-based management and promoting the concept of corporate governance through IMC.

Due to the changeover of principalship, permission has been given by the Catholic Education Office for Raimondi College to set up IMC in 2014-2015.

The second IMC training session, scheduled for 18 June 2014, will be dedicated to a deeper understanding of the 5 core values of Catholic Education, namely, truth, justice, love, life and family.

3. Student Performance

3.1 2013 Hong Kong Diploma of Secondary Education Examination

(i) Results of individual subjects

<table>
<thead>
<tr>
<th>Core subject</th>
<th>Percentage of students attaining level 2 or above</th>
<th>Percentage of students attaining level 4 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>100%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Chinese</td>
<td>99.2%</td>
<td>48.1%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>98.4%</td>
<td>62.5%</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>97.7%</td>
<td>49.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective subject</th>
<th>Percentage of students attaining level 2 or above</th>
<th>Percentage of students attaining level 4 or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business, Accounting &amp; Financial Studies</td>
<td>97.0%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Biology</td>
<td>81.6%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>96.6%</td>
<td>56.9%</td>
</tr>
<tr>
<td>Chinese History</td>
<td>90.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Economics</td>
<td>92.9%</td>
<td>55.4%</td>
</tr>
<tr>
<td>Ethics &amp; Religious Studies</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Geography</td>
<td>83.3%</td>
<td>0%</td>
</tr>
<tr>
<td>History</td>
<td>100%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>93.8%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Mathematics (M1): Calculus &amp; Statistics</td>
<td>88.5%</td>
<td>38.5%</td>
</tr>
<tr>
<td>Mathematics (M2): Algebra &amp; Calculus</td>
<td>100%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Music</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>100%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Physics</td>
<td>98.4%</td>
<td>57.8%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>100%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

(ii) Percentage of students attaining level 2 or above in 5 subjects (including the core subjects): 94.6%

(iii) Percentage of students attaining levels “3322” or above for English, Chinese, Mathematics and Liberal Studies respectively: 78.3%
(iv) Percentage of students attaining levels “3322” (core subjects) or better, with one elective at level 4+ : 58.1%

4. **Capacity Enhancement**

4.1 The Capacity Enhancement Grant was deployed to:
- promote all-round education,
- employ instructors for music and sports training,
- employ 1 additional teacher for supporting curriculum reform, and
- sustain the dual-class-teacher system for S1-3.

5. **Staff Development**

5.1 Average time per teacher spent on continuous professional development activities in 2012 - 2013: 58.3 hours

5.2 3 days were set aside for staff development activities in 2012 – 2013, which covered the following areas of work:
- Facing Challenges in Education (31 August 2012)
- Managing Catholic Schools under the IMC for Teachers (10 May 2013)
- Planning for the school year 2013-2014 (26 June 2013)

5.3 Professional interflow activities
1. School attachment in Raimondi College on 6 & 7 May 2013 under the Catholic School Leadership Development Programme (2012-2013):
   - Ms. Ngai Cho Fong (Tuen Mun Catholic Secondary School)
   - Ms. Wong Ying Ying (St. Peter’s Secondary School)
2. EDB School Visit
   - IT in Education (26 February 2013)
   - Mathematics Education (26 April 2013)
3. Participation in the 2013 Catholic School Leadership Development Programme:
   - Mr. Yeung Sai Tak (SGM)
   - Ms. Chiu Ka Yin Wendy (SAM)
4. Professional Development Collaboration with Singapore/Edulab, Raimondi College and the University of Hong Kong: 25-28 March 2013
6. **Financial Summary**

<table>
<thead>
<tr>
<th>I. GOVERNMENT FUNDS</th>
<th>INCOME</th>
<th>EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Expenses Block Grant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) General Domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen)</td>
<td>$3,161,448.00</td>
<td>$2,662,124.19</td>
</tr>
<tr>
<td>• School &amp; Class Grant Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.)</td>
<td>$619,066.00</td>
<td>$1,694,485.30</td>
</tr>
<tr>
<td>• Subject Grants (for various subjects) Expenses of subjects, functional groups and committees</td>
<td>$122,352.29</td>
<td>$100,285.50</td>
</tr>
<tr>
<td>• Other Grants (including Training and Development Grant, Enhancement Grant, Lift Maintenance Grant, etc.)</td>
<td>$222,833.58</td>
<td>$112,846.84</td>
</tr>
<tr>
<td>• Composite IT Grant</td>
<td>$342,751.00</td>
<td>$349,470.56</td>
</tr>
<tr>
<td>(b) Special Domain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grants related to student support</td>
<td>$6,604.00</td>
<td>$3,400.00</td>
</tr>
<tr>
<td>• Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)</td>
<td>$516,616.00</td>
<td>$468,516.50</td>
</tr>
<tr>
<td>• Other Non-recurrent Grants</td>
<td>$2,134,541.33</td>
<td>$1,907,772.50</td>
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<tr>
<td>• Composite Furniture and Equipment Grant</td>
<td>$410,112.00</td>
<td>$247,274.00</td>
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<tr>
<td>II. SCHOOL FUNDS (GENERAL FUNDS):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Tong Fai</td>
<td>$439,690.00</td>
<td>$404,720.96</td>
</tr>
<tr>
<td>• Donations</td>
<td>$120,500.00</td>
<td>$47,446.00</td>
</tr>
</tbody>
</table>

Prepared by: Ms. Louisa Lo  
Endorsed by: Mr. Peter S. T. Lee  
Principal  
Supervisor  
Date: 10 October 2013