

GOOD HOPE SCHOOL ANNUAL REPORT 2009-2010

Good Hope School

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CONTENTS

- 3 Introduction
 - Philosophy
- 4 Mission Statement
 - Curriculum
 - Medium of Instruction
- 5 Operational Administrative Structure
- 6 Academic Affairs
- 7 Students Affairs
- 8 Students statistics
- 11 Major Concerns
- 22 Capacity Enhancement Grant 2009-2010
- 23 Financial Summary

Introduction

GOOD HOPE is a Catholic school conducted by the Missionary Sisters of the Immaculate Conception (MIC), and established in 1954. Originally, GOOD HOPE got its start as a Kindergarten on Waterloo Road. In 1955, the Primary School opened at its current location. The Secondary School accepted its first Form 1 students in 1957: these students sat for the HKCE Examination in 1962.

To accommodate the increasing number of students, a new wing was opened in 1963. Eventually, Good Hope School, Secondary Section grew to its current size of 36 classes in 1975. The Secondary Section became fully subsidised under the Hong Kong Education Department in 1978 and since 2002, the school has been operating under the Direct Subsidy Scheme, which would allow greater flexibility for the school to provide quality education.

This year, we are pleased to see that the Good Hope School Primary Section has started to have lessons in a well-furnished new school campus. We will also see the reopening of Good Hope Kindergarten in 2010-2011.

Philosophy

The integral formation of the whole person is the primordial aim of Good Hope School. Equal importance is given to the laying of a sound moral foundation, the acquisition of proper values, the development of a sense of responsibility and social awareness - the concern and respect for others and their property, and intellectual formation. Each student is expected to take an active part in and to benefit from the Christian education given, whereby Good Hoppers will be joyful, caring, forgiving, and grateful persons.

The School aims to provide the best possible environment to bring out the giftedness in each student. Students will be given opportunities to come in touch with their gifts and needs. Different activities are held to provide them with opportunities to develop their potential. Parents too have to be reminded about this and advised about the need for a rounded education. Close collaboration between the School and parents is necessary if Good Hope is to achieve her aim. Opportunities for communication with parents are built into the school year's planning: Parents' Day and two report card distributions. Additionally, teachers are encouraged to communicate with their students and parents throughout the year.

In order to attain the goals and high standards of education at Good Hope, it is important for every teacher to realize and incorporate this philosophy in his/her daily lives. The benefits of providing a stimulating and caring educational environment are for the teacher as well as the student.

The school requires students to put personal reflection into writing when they have broken school regulations. The purpose of this is to let students have a chance to objectify and recognize their mistake, a step necessary for learning. The school holds the belief that everyone learns by trial and error; any mistake becomes a learning experience when acknowledged and accepted. Thus, personal reflections are part and parcel of a learning experience.

Mission Statement

Good Hope School puts special emphasis on the Christian values of Love, Hope, Joy and Thanksgiving.

Through a whole school approach we aim to draw out the potential and foster the sense of uniqueness of each student.

We are committed to provide all Good Hoppers with equal opportunities to develop their spiritual, moral, intellectual, physical, social, emotional and aesthetic dimensions.

We accept the call to facilitate the formation of graceful, reflective young women who have a global perspective and are mindful of their responsibilities of citizenship and their capability of making a difference.

Curriculum

Good Hope School offers a five-year course leading to the Hong Kong Certificate of Education Examination and a two-year course leading to the Hong Kong Advanced Level Examination for admission to tertiary education.

Up to the present moment, 100% of our Form Three students have been able to continue their studies in Good Hope School. Students in Form Five sit for the Hong Kong Certificate of Education Examination. 99 % of our students passed in 2009, of which 85% of them attained at least 14 points in their best 6 subjects. About 46% of these were admitted to F.6 at Good Hope according to the Secondary Six Admission Procedure, devised by the Education Bureau, and by our own selection criteria.

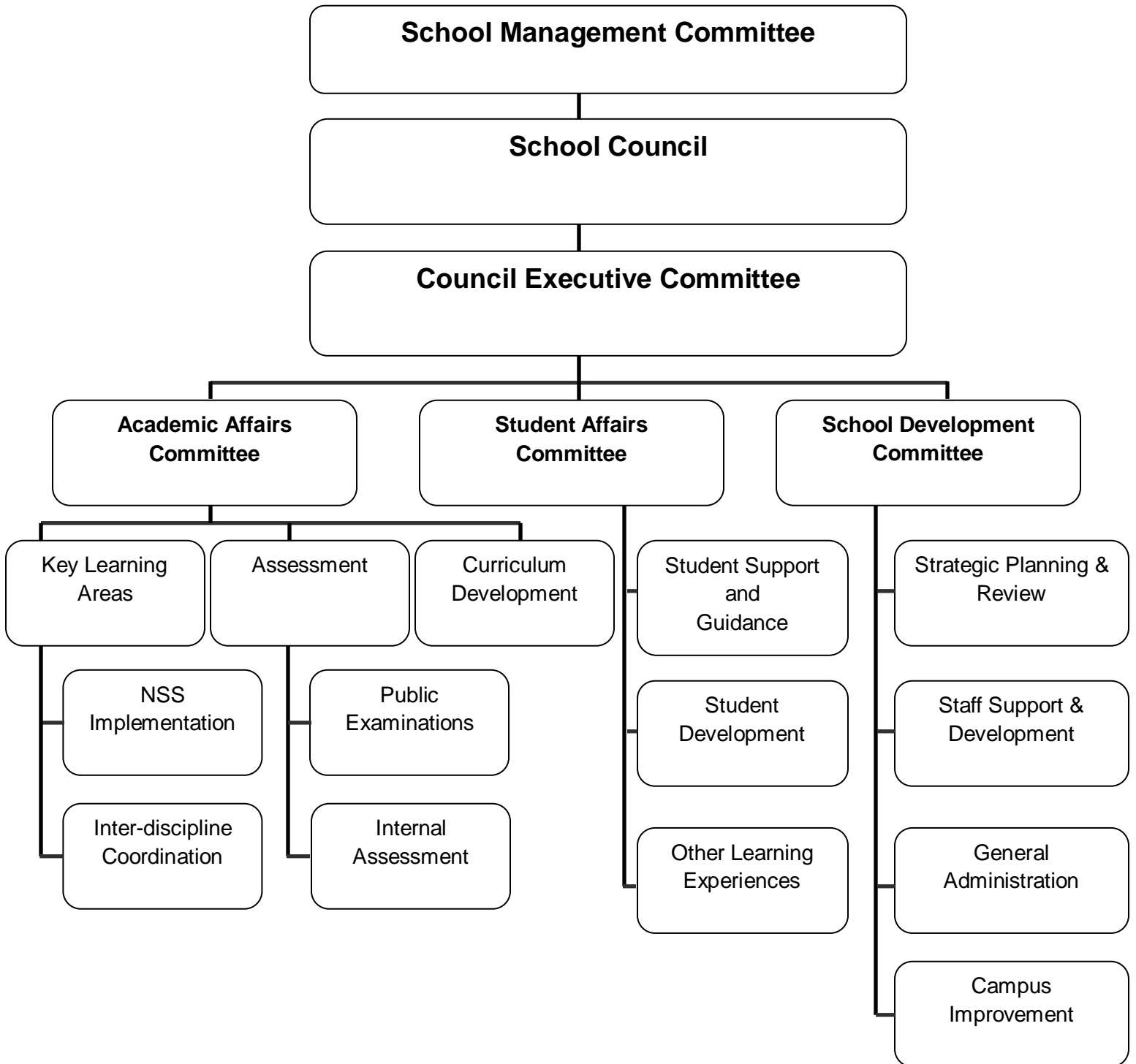
Those who were not admitted had to seek places in other sixth form institutions or secondary schools.

Medium of Instruction

English has always been the medium of instruction of Good Hope School since her establishment. All subjects, with the exception of Chinese Language and Putonghua are taught in English.

In September 1997, the Education Bureau issued a guideline on the Medium of Instruction to all local schools. In November of the same year, Good Hope School was selected as one of the EMI schools. Starting in September 2001, Putonghua has become the teaching medium in F.1 Chinese Language and Chinese History.

Operational Administrative Structure



Academic Affairs

This is the second year since the Academic Affairs Committee (AAC) was revamped last year. All the committees were working smoothly and there was good coordination amongst different committees, namely the Assessment Committee, the Curriculum Committee and also the KLA Committee.

This year, both the Assessment Committee and the Public Examination Committee of the Assessment Committee were working effectively to ensure that all matters concerning internal and external assessment were well underway.

The Public Examination Committee was responsible for all the arrangements related to external assessments. All the tasks have been smoothly carried out. The committee has also documented all the procedures and guidelines clearly.

The Internal Assessment Committee (ICA) has also worked on the school policy concerning the implementation of SBA. The ICA has shortlisted the subjects that SBA would be implemented in 2012 HKDSE and studied the preliminary timeline for mark submission. Different ways of mark moderation has been explored. The ICA has also collected the requests from different subject panels that require mark moderation for SBA in the coming years. To allow common timeslots for standardized test, especially for the NSS electives, the ICA has coordinated with different panels to work out the schedule for a standardized test week for each term.

The Interdisciplinary Coordination Committee of the Curriculum Committee has spent a lot of efforts in monitoring the assignments and project works across different panels. Guidelines on assignments before long holidays were set to ensure appropriate assignments have been given to students.

This year, the NSS Implementation Committee of the Curriculum Committee has ensured the first NSS class was smoothly implemented. Tutorials have been arranged for students not taking 3 electives so that their core subjects could be strengthened.

As proposed last year, the KLA Committee heads and the committee heads met more frequently to gather views on various academic related issues and to allow the committee to channel feedbacks between school council, different panels and panel members. It was expected that the committee could serve as a platform for sharing of best practices. As a result of the more frequent meeting, there was better communication among different KLAs and there was also more time for discussions on different AAC related policies.

Finally, to raise the students' awareness on current issues and general knowledge, two General Knowledge Quizzes were organized, in March and May respectively. The Quizzes were jointly organized with the Student Affairs Committee.

Students Affairs

The Students Affairs Committee comprises three committees: The Student Support and Guidance Committee, The Students' Development Committee, and the Other Learning Experiences Committee.

The Students Support and Guidance Committee branches into the Guidance Team and the Students Support Team. The committee aims to promote mental and psychological growth of students as well as giving support to students in their development of self-discipline.

Under the Students Development Committee, there are the Young Leaders Programme Team, which gives advice to the Central Board in organizing internal and joint-school activities so as to foster the sense of belonging to the school and learn self-governance, and the Pastoral Care Team, which concerns the overall well-being of students.

The Other Learning Experiences Committee consists of the Careers Team and the Activities Team. The former is responsible for helping students in their careers planning by guiding them through the exploration of their aptitudes, whereas the Activities Team, which is made up of the Houses and Clubs Unit, the Community Service Unit and the Excursion Unit, provides a wide variety of invaluable learning experiences outside school or even abroad.

Number of Operating Classes

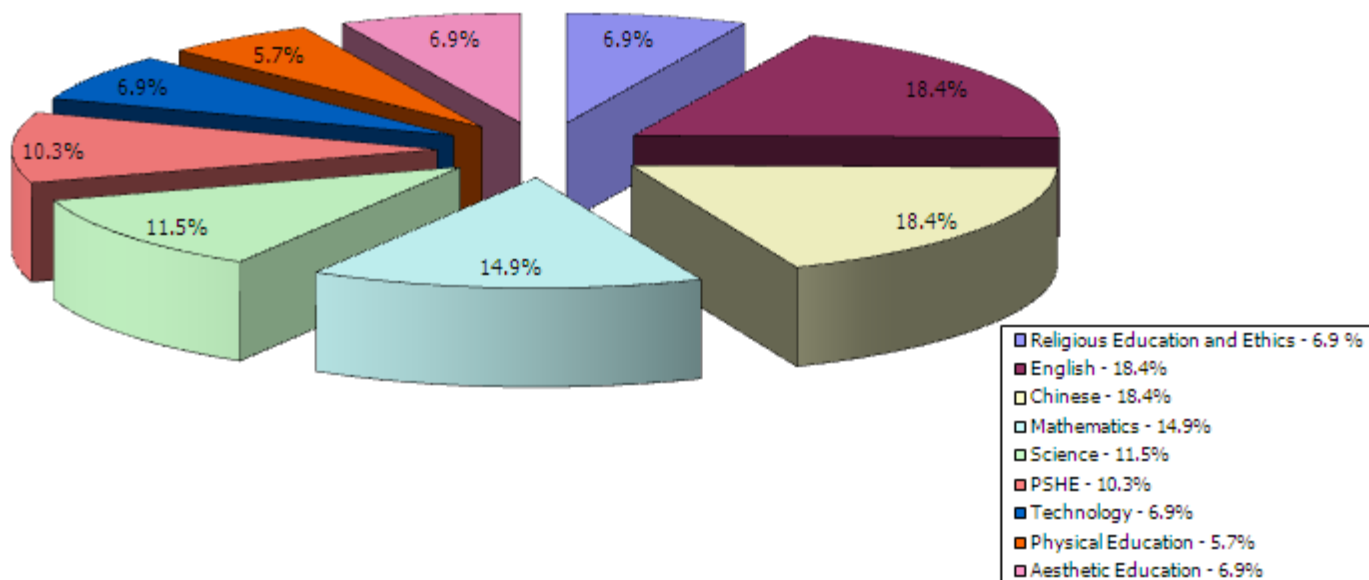
Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes (2007-2008)	6	6	6	6	5	3	3	35
No. of Classes (2008-2009)	6	6	6	6	6	3	3	36
No. of Classes (2009-2010)	6	6	6	6	6	3	3	36

Number of Students

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Girls (2007-2008)	270	254	239	227	155	83	83	1311
No. of Girls (2008-2009)	254	265	222	209	207	84	66	1307
No. of Girls (2009-2010)	239	238	249	207	198	83	69	1283

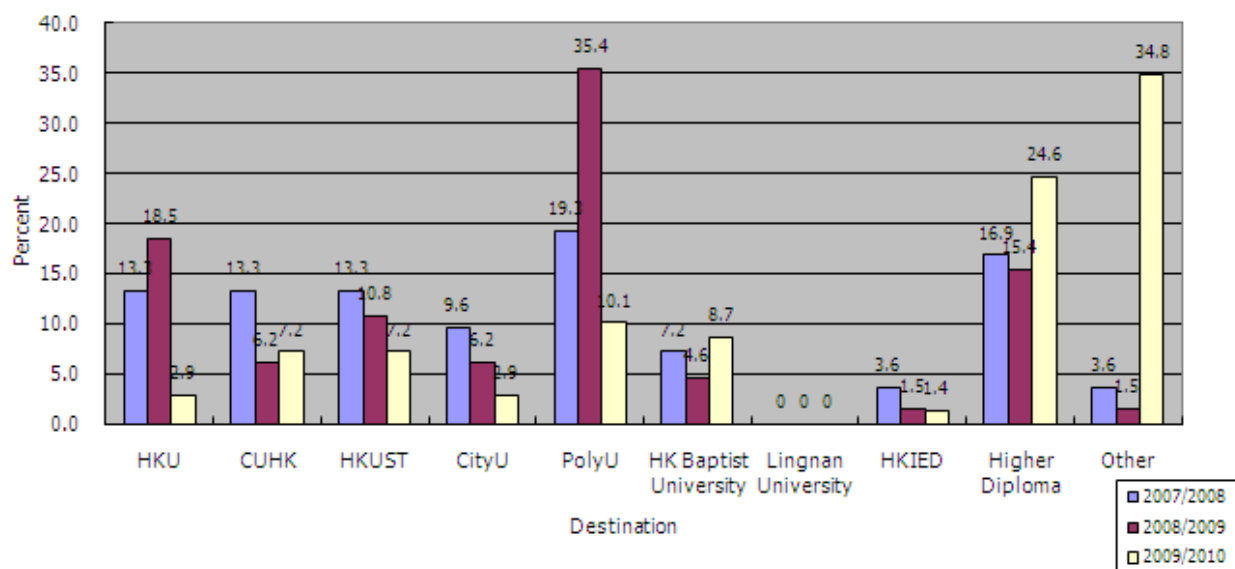
Lesson Allocation for the Key Learning Areas (F.1-3)

	Percentage	F1	F2	F3	Total
Religious Education and Ethics - 6.9 %	6.9%	4	4	4	12
English - 18.4%	18.4%	10	12	10	32
Chinese - 18.4%	18.4%	12	10	10	32
Mathematics - 14.9%	14.9%	10	8	8	26
Science - 11.5%	11.5%	6	6	8	20
PSHE - 10.3%	10.3%	4	6	8	18
Technology - 6.9%	6.9%	4	4	4	12
Physical Education - 5.7%	5.7%	4	4	2	10
Aesthetic Education - 6.9%	6.9%	4	4	4	12
	100.0%				174



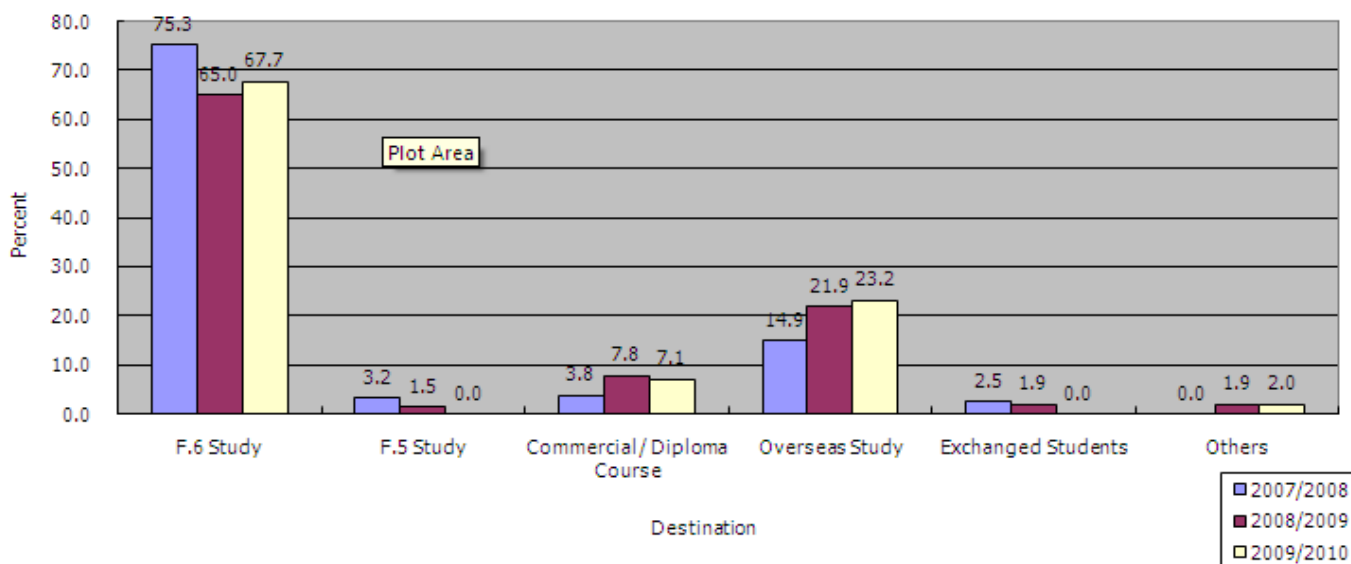
Destination of F.7 graduates

	HKU	CUHK	HKUST	CityU	PolyU	HK Baptist University	Lingnan University	HKIED	Higher Diploma	Other	
2007/2008	13.3	13.3	13.3	9.6	19.3	7.2	0	3.6	16.9	3.6	100
2008/2009	18.5	6.2	10.8	6.2	35.4	4.6	0	1.5	15.4	1.5	100
2009/2010	2.9	7.2	7.2	2.9	10.1	8.7	0	1.4	24.6	34.8	99.8



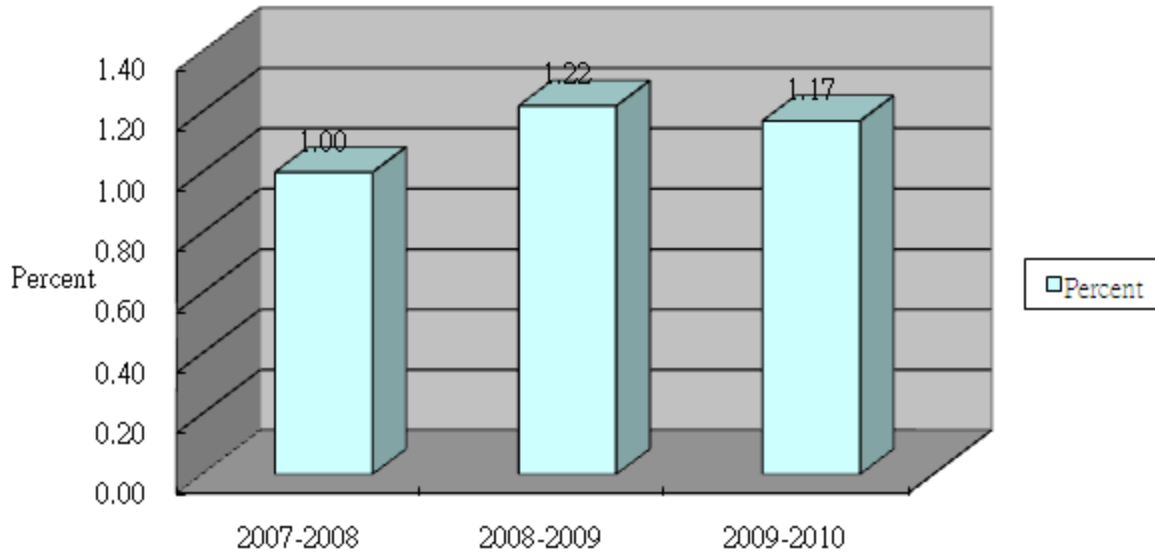
Destination of F.5 Graduates

	F.6 Study	F.5 Study	Commercial / Diploma Course	Overseas Study	Exchanged Students	Others	
2007/2008	75.3	3.2	3.8	14.9	2.5	0.0	99.7
2008/2009	65.0	1.5	7.8	21.9	1.9	1.9	100
2009/2010	67.7	0.0	7.1	23.2	0.0	2.0	100



Students' early exit rate

Year	Percent
2007-2008	1.00
2008-2009	1.22
2009-2010	1.17



Major Concerns

Student Affair Committee

1. **To foster the spiritual growth of students by cultivating their Self Confidence and Sense of Responsibility to self, family, school, and the community.**

Targets: Students can internalize the moral values that are taught in RE, ERS, Ethics lessons and Homeroom periods.

Students' sense of self-discipline, respect and concern for others is strengthened.

Students' autonomous leadership is enhanced.

Achievements: The pastoral Care Team has edited the F. 1 & F. 2 PATHS curriculum and introduced a more organized curriculum for F. 3- 7 Class Teachers to be used in Homeroom period.

The Pastoral Care Team met once a month in the first term to discuss the progress of the PATHS programme and share feedback from class Teachers as well as Foster parents.

The Central Board has organized two lunchtime forums.

The Central Board has presented their Financial Report to the whole student body twice.

Students from F.4-7, who were given the privilege to stay in their classrooms during lunch, mostly abide by their lunch contract and used their time wisely.

The Form Meetings between SST Form Teacher and Class Teachers were held once a month as far as possible, and 74% of the class Teachers found that the Form Meetings were useful which helped them to know more about students' common behavioral problems

The Campus Supervision was continued this year where students took turns to serve the whole school and were encouraged to be assertive. More than half of the student body (68%) and teachers (65%) found the school campus was clean.

The number of uniform offence has decreased this year.

Two Leadership Training Camps and one Form 6 Self Awareness Camp were organized this year. Most of the participants, Central Board Exco members, Prefects leaders, School Prefects, House Captains had a better understanding of how to be a good leader.

Around 60 form 2 and form 4 students nominated themselves to serve the student body under the self nomination scheme.

The school clinical psychologists had conducted gratitude workshop for Form 5 and Form 6 students, who did not have a chance last year.

The school clinical psychologist conducted workshop on Self Dignity and Self Love for all Form 7 students to foster the idea that love and one's own body is sacred.

Various fund raising activities were initiated by the Central Board in response to the natural disasters, like the earth quake in Haiti and Qinghai. This in turn sharpened students' sense of belonging to the country and the world they live in.

The Caring Campus Campaign organized by the School Social Worker operated for the third year. The Good Hope angels of this scheme rendered service to the junior students in the form of peer counseling or lesson coaching. Also, they helped out in the Kindergarten Interview day. They were highly praised by the parents and the MIC sisters.

Two General Knowledge quiz were conducted in the Second Term in collaboration with the Academic Committee. Feedback from students was favorable.

Reflection: The Class Contract drawn up by individual classes were not honored by many classes as many students were forgetful and needed constant reminding.

The Form Meeting between SST Form Teacher and Class Teachers could have been more interactive.

Class Observation on the conducting of the PATHS programme should have been carried out so as to give more support to Class Teachers.

The response of students to the lunchtime forum was not very keen. This might be because the students were very much occupied during lunch breaks or they were not outspoken enough.

Though the campus on the whole was clean, still there were some irresponsible students.

Suggestions: The drawing up of the individual class contract will continue to be a major concern next year.

Quarterly evaluation on the class contract with each class will be carried out next year.

Form meeting between SST Form Teachers and Class Teachers will continue to be a major concern next year.

Training workshop will be organized for school prefects to further empower them to carry out their duties.

There should be an inter-disciplinary approach to moral and civic education.

Daily morning assemblies will be arranged next year so as to expose students to more moral discourse.

The Pastoral Care Team is recommended to be under the Students support and Guidance committee next year so that closer collaboration is easier.

2. To facilitate students' growth through Guidance Service to students

Targets: Students can come to terms with themselves when facing difficulties

Students can explore their potentials in solving their own difficulties through Guidance Service

Students will approach the Guidance Team to seek help

Achievements: The School Social Worker is well recognized.

A second school social worker was hired in the second term.

Parents and teachers approached the social worker and clinical psychologist for advice and suggestions.

Teachers were alert to the well being of students and were prompt to refer students to the Guidance Team.

As suggested last year, talk on internet ethics has been arranged by the CIT panel to alert the students' sense of responsibility in using the internet.

The scheduled stress release workshop for form 5 and form 7 students were carried out with the objectives met.

Workshops have been arranged for parents on topics of parenting, building up resilience, and life enrichment.

2 special sessions on Compensated Dating have been arranged for all Form 3 students in April with the collaboration of Form 3 class Teachers

2 Motivation workshops have been arranged for students joining the support programme designed for students academically weaker. This was a programme in collaboration with the Academic Committee in the form of small group coaching.

Mass Talks on gender, romantic love and dating, and images of gender by the mass media have been organized.

Reflection: This year, many students found school work stressful. The physical and mental well being of the students will be an issue to be addressed.

Peer relationship and relationship with parents remain to be most common difficulties of students seeking counseling.

Suggestion: Mental health and Love Education will be the major concern for next year.

There should be a close collaboration with the Academic Committee to make school work less stressful for students.

3. Help students to know their own strengths and weaknesses so that they can stretch their own potential

Targets: Students are fully informed of and make use of the opportunities in their study path.

Students are aware of their aptitude and potential

Students can understand the working world

Achievements: Talks have been organized for form 5 students and parents (December & August) on study path after HKCEE.

Talks and presentations have been arranged on overseas studies, exchange programmes, and other learning opportunities.

An information talk on pre-associate degree has been organized in January and more than 70% F.5 students and parents attended the talk.

From the school survey, 87% of Form 4 students strongly agree or agree that the careers related education (CRE) activities have helped them explore their interests, abilities, and careers goals.

The Health Care programme co-organized with the Faculty of Health & Social Science of Polytechnic University was held in September with the aim of arousing greater concern of students and teachers on health and the understanding of health related careers.

Information session on Jupas has been well received by F. 6 & 7 students.

Past students have been invited to share their working experiences and workplace ethics with current F. 6 & 7 students.

A workplace experience programme has been designed for F. 4 students with the collaboration with the PTA and PSA. Altogether 159 F. 4 students were given an attachment, which lasted for 2 days.

Form 3 students were briefed on the core subjects and different electives offered in school from February to May.

A parents' seminar has been organized on the choice of electives, and more than 80% of F.3 parents attended the seminar.

Reflection: The activities on career planning for Form 4 students could be done better on individual class basis to cater for the individual needs of the students. Now there are not enough careers teachers to entertain all 6 classes together in the OLE block.

The Careers Team has put a lot of effort in the new Form 4 OLE block. However, most of the time slots given to the CRE were mainly in the first term. This coincides with the Form 7 Jupas information and Jupas application. The Careers teachers felt very much stretched out.

Close liaison with the PSA is very vital.

Form 3 parents would like to get the information on NSS from school as early as possible.

Suggestions: The CRE programme for Form 4 and Form 5 students of NSS should be spread out throughout the year instead of in the first term.

Alumni sharing should be extended to Form 4 – 7 students.

Students should be educated that the quality of OLE instead of the quantity should be emphasized.

4. To offer students various learning opportunities outside school and outside classroom

Targets: To help students to become more all-rounded persons

To boost up the House spirit among students

Achievements: A variety of exchange/excursion programmes were designed for students to choose. These included exchange programme with our sister schools in Beijing and Shanghai, Singapore; summer programmes in UK and New Zealand.

Many of these programmes were over-subscribed.

A study tour for all Form 3 students was organized this year in collaboration with the Chinese panel.

89.6% of the F. 3 respondents, according to the school based questionnaire, agreed that the study tour was meaningful. 88.6% of the respondents found the arrangement was satisfactory.

House information was updated on the House bulletin board.

3 non sports activities were held this year.

Community services were organized for all students.

There was a close collaboration with the PTA with regards to the community service for Forms 1-3. By visiting the elderly lonely people, students could learn from the life experiences and also enhance their compassion.

All Form 4 students had the community training by the Federation of Youth and briefing during the OLE time block.

Reflection: The whole form study tour was found to be well received and meaningful. Such kind of activity can be carried out annually.

The whole form study tour could be designed earlier and the organizing committee could be formed earlier to have a better holistic planning.

The House non sports activities added a lot of extra workloads to the students who were already stressed out. There can be other means to boost up house spirit.

Suggestions: Whole Form study tour for Form 3 should be continued next year. An earlier planning is deemed necessary.

Non sport house activities should be cancelled next year. Instead, other existing activities can be incorporated into the House system.

There can be scholarship for each excursion and students should be informed of the criteria not later than October.

Next year, all training for community service can be conducted by school teachers with the help of PTA instead of commissioning it to outside organizations.

Overall Evaluation: This is the second year operation of the re-vamped Students Affairs committee. A further re-structuring is necessary next year for the better utilize the human resources.

Most Committee/Team heads are more familiar with their areas of responsibilities.

On one hand, it is happy to learn from APASO results that both parents and students are happy with the school ethos and climate, yet students this year are in particular stressed out. The mental well being of all students is an area that all of us must address to.

Inter-disciplinary collaboration becomes more urgent than ever.

Academic Affairs Committee

1. To further develop and incorporate high order thinking skills into the curriculum

Target: KLA heads will formulate a set of rubrics to assess the Higher Order Thinking (HOT) Skills of students on the following skills:

- a. Critical thinking
- b. Problem solving
- c. Creativity
- d. Collaborative

Achievements: This is the second year the school organized Critical Thinking Skill training workshop for students. Taken into consideration feedbacks from teachers, the workshop was organized for F.1 students.

To minimize disruption to normal lesson time, the course was arranged to be held in September.

Over 90% of F.1 students have participated in the course. Feedbacks from students were positive. Most of them found the course useful and they were satisfied with the course. A high percentage of participants found the course meaningful and the skills taught practical.

A substantially high percentage of participants have made use of the skills learnt in their study. They considered the presentation of the instructors clear.

The feedbacks from teachers were generally positive.

Reflection: Only slightly over half of the participants would like to enroll in follow ups courses.

It would be better if the workshop would not take up normal lesson time.

Target: There will be more channels open up to encourage students to read and there will be more books sharing within the campus

Achievements: More channels were open for book sharing, in the intranet and forum to substantiate the DEAR programme.

Some book fairs were organized for students. There were high participation rates for these book fairs.

Book Review competitions were organized for students.

The students found the reading atmosphere at school slightly improved.

Reflection: More channels should be open for sharing.

In regard to promoting reading habit at school, students would like the school to continue with book review competitions. Sharing of book reviews was still to be encouraged and there should be more collaboration between subject panels and the library.

Target: Pocket PC and interactive whiteboards will be used in teaching and learning

Achievements: This year, the school has launched its pilot project on myID for NSS1 students. Each NSS1 student was given a myID and teachers were encouraged to make use of this equipment to enhance the learning effectively in students. Workshops have been organized for students and teachers to familiarize themselves with the myIDs.

A visit was organized to a pilot school to explore the use of myID. Time has also been set aside for teachers to explore the use of myID in learning and teaching. IT technicians have been asked to give the greatest technical support to teachers as far as the use of myID was concerned.

To provide teachers with the best teaching aids, Smartboards were installed to almost all classrooms in Sacred Heart Wing. Workshops were held to familiarize teachers with the use of Smartboards in their teaching.

The feedbacks from the science teachers were very positive, that most of the Science teachers gave very positive comments.

Reflection: Teachers found myID not very user friendly, the use of myID in class time was very limited.

Over half of the teachers claimed that they knew the functions of myID well, yet over half of them also wanted to have more workshops/training on the application of myID in learning and teaching.

Although training sessions were provided for teachers, most teachers did not use Smartboard in teaching and most of the teachers seldom use the special features of Smartboard.

Most of them were still not familiar with the use of Smartboard in teaching and they wanted more training sessions.

Over half of the teachers claimed that the positions of the Smartboards affect their teaching when Smartboards are used.

Target: Student-centered learning will be the main form of learning and teaching activity at school

Achievements: Staff meetings were held to discuss on how student-centered learning could be incorporated into the classroom learning in different panels.

Sharing sessions were held in some panels to increase the participation rate of students in lesson time.

Students were more involved during lesson time when there were more student-centered activities.

Reflection: In some subjects, teachers found it difficult to incorporate student-centered learning because of large class size.

In general, teachers found it more time consuming incorporating student-centered learning in class. It also took more preparation work.

Some students seemed not very involved in the activities organized. It was suggested that the activities must be designed to raise the interest of the students, the level of difficulties in particular.

Overall Evaluation:

The Internal Assessment Committee (ICA) has initiated discussion on the methods of mark moderation for SBA. It was agreed that the current practice for HKCEE Chinese and English SBA were suggested for the two languages. For other subjects, since different subjects had different areas for mark moderation, it was decided that the ICA should discuss with individual panel head on the most appropriate reference for the mark moderation.

For the newly introduced standardized test week, some students found the test week very stressful and they did not have sufficient time for revision. Also, the ICA found it difficult to organize the standardized test week since the number of papers in each form and the durations of different papers varied. There were many cases when some students had free time while others were having standardized tests. In some cases, more teaching time was taken away from the same subject.

In order to reduce the workload of students, the Interdisciplinary Committee has worded out guidelines to deal with student homework and project works. However, there was still a big difference between the teachers' expectations and students' abilities. It was recommended that teachers should try to work on

narrowing down their expectations and those of students' abilities. Also, teachers were also recommended to review results of students' survey and to discuss with individual panels on reducing homework and project work.

The implementation of the New Senior Secondary has been smooth and quite satisfactory. By adopting block scheduling for electives, most of the students were offered their choices of subjects. However, we still faced with the problem of insufficient teaching time as most students had to study 4 electives, which was extremely heavy for ordinary students. It was also clear that some students could not cope with 4 electives. To ensure that students could handle the subjects they take, it was suggested that weaker students would not be allowed to take 4 electives.

Feedbacks from students also reviewed that the workshop on musical during activity timeslot was too demanding for the F.4 students. It was suggested that the school would continue to offer similar programme to students, yet the programme need not be so demanding.

Because of more frequent meetings, this year, there was better communication among KLA heads. However, it was difficult to arrange for KLA heads meetings because of time clashes. Also, it seemed that the consultation time on different academic related issues became too long compared to previous years. It seemed that meetings should be done in a more efficient way. Finally, it was recommended that there should be more sharing of best practices, e.g. student-oriented lessons.

There were two new activities organized this year, the Science Fair and the General Knowledge Quiz. As for the Science Fair, the responses were all very positive. Most students found the Science Fair helped them understand more about science in the kitchen. Many found that the Science Fair stimulated them to think about how science was related to our daily life. Both teachers and students found this kind of science activities worth organizing.

For the General Knowledge Quiz, most Students agree that they were more aware of current affairs and the questions helped them understand more about social issues. Yet, students also found the questions too difficult and they did not like this kind of quiz. The SAC and AAC would evaluate on the General Knowledge Quiz to see whether they would continue to organize similar quizzes the following year.

Capacity Enhancement Grant 2009-2010

Aim: To release the workload of teachers and provide them time for staff development to prepare for the NSS curriculum.

	HKD	HKD
Brought Forward from Last Year	9,923.97	
Adjustment	12,969.00	
Current Year Grant	<u>541,728.00</u>	564,620.97
Expenditure Grand Total:		<u>551,944.23</u>
Balance Carried Forward to Next Year		12,676.74
		=====

Financial Summary

INCOME AND EXPENDITURE FOR THE SCHOOL YEAR 2009-2010

	Income (HK\$)	Expenditure (HK\$)
I. Government Funds	54,230,946.00	69,016,407.00
Sub-total	54,230,946.00	69,016,407.00
II. Non-Government Funds	44,590,693.00	2,506,756.00
Sub-total	44,590,693.00	2,506,756.00
	98,821,639.00	71,523,163.00
Total surplus for the school year	27,298,476.00	

Remarks: The above figures are for reference only. Adjustments will be made if deemed necessary, as the report is yet to be audited.

More information is available on our School homepage at <http://www.ghs.edu.hk> or the respective section under "Secondary School Profiles" at <http://www.chsc.hk>.