



**Pentecostal Lam
Hon Kwong School
School Report
2023/24**

Key Elements of the School Report

- (1) Our School
- (2) Achievements and Reflection on Major Concerns; Feedback and Follow-up
- (3) Student Performance
- (4) Financial Summary
- (5) Appendix
 - Please include related documents.

(1) Our School

- Our “School Profile” for public reference (Secondary School Profiles) can be found on <https://www.chsc.hk/>.
- Please refer to the following website for the relevant information of Pentecostal Lam Hon Kwong School <http://www.plhks.edu.hk>

1. The Sponsoring Body

Pentecostal Lam Hon Kwong School was founded by the Kowloon Pentecostal Church in 1983. The building of the school was mainly funded by Mrs. Lam Yip Wai Man in memory of her husband, Mr. Lam Hon Kwong.

2. Mission and Vision

The Kowloon Pentecostal Church aims to spread the Gospel through founding schools. Our school leads students to know the truth as taught in the Bible, and provides education in accordance with the requirements of the EDB. We aim to develop students spiritually, morally, intellectually, physically, socially and aesthetically in a balanced manner.

Following the mission of Kowloon Pentecostal Church, the school strives to create an enjoyable learning and teaching environment in which students can be equipped to meet the challenges of the 21st century. We believe that all students are valuable individuals, who are able to be taught and are able to improve.

3. Class structure and number of students

In 2023-24, the school has a total of 613 students in 24 classes. The class structure is as follows: (dated 1 Sept. 2023)

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	120	102	97	98	107	89	613

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: To grow and learn together in God's love

Achievements

1. Enhancing the spiritual atmosphere in PLHKS

- (1) Assemblies with religious messages, prayers and hymn singing were held to inform students about the love and encouragement of God. Amazing Grace Worship, a pastor from Pentecostal Church of Hong Kong Chuk Yuen Church and Chan Chung Hang, an alumnus, were invited to share how they experienced God's grace in their lives and encourage students to learn to rely on God's love in adversity and support one another.
- (2) In order to support the promotion of hymn-singing education, hymn singing has been arranged in various assemblies. Also, hymns have been played every morning in the covered playground to provide a peaceful environment for students.
- (3) Special thanksgiving events such as "Christmas Service" and "Easter Service" have been organized to bring joy and harmony to students, providing a respite from their stressful life. An attitude of gratitude in our students can also be cultivated through organizing these thanksgiving services.

2. Spreading the Gospel and leading students to live a life according to the Christian values

- (1) The S1 Gospel Day Camp was organized in September to help S1 students adapt to secondary school life as well as build friendships with their classmates. According to the students' survey, 98.2% of S1 students enjoyed the camp and agreed that the camp provided them with a chance to have a better understanding of their classmates.
- (2) The theme of Student Christian Fellowship for this year is "With Love, we can; Love never fails!". We are grateful that the Student Christian Fellowship can be held in person every Friday after school, with an average attendance of 110 people. The session includes hymn worship, Bible study, sharing and praying together. We are thankful that the students who consistently attend and look forward to attending the weekly fellowship meetings, supporting one another and growing together.
- (3) Regarding the gospel work, the Gospel Week activities in November included a gospel movie, teacher busking during lunchtime, a book fair, gospel fellowship, an evangelistic meeting, a gospel week participation index, sharing of student testimonies and religious book sharing. In addition to the above activities, this year also featured a Gospel Fair. The student fellowship committee members prepared different booth games and abundant gifts

during recess and lunchtime. Students and teachers actively participated and the response was enthusiastic. Last but not least, our fellowship committee members went to various classrooms during Gospel Week to share testimonies, distribute small gifts at the school gate and sing hymns to welcome students, so that they could feel a warm atmosphere of love and blessings. There were a total of 46 students who made decisions to believe in Christ, 18 students who returned to faith, and 22 students who were willing to receive discipleship training during Gospel Week.

- (4) In order to support S6 students, regular S6 prayer meetings and the S6 DSE fighter concert have been organized. All the teachers cheered on the S6 students with great enthusiasm. The teachers sang and danced, creating a vibrant atmosphere. In addition, the Religion Department prepared a cup of pearl milk tea for each S6 student, providing them with a touch of sweetness and blessings during the preparation for the HKDSE.

3. Nurturing students to be serving leaders

- (1) Regular trainings are provided for Student Christian Fellowship committee members to help them develop godly character and spiritual values. They were equipped to lead various gatherings and serve as a witness for God. They were trained to be more responsible and sensitive to schoolmates' needs.
- (2) At the evaluation session of the Student Christian Fellowship, 100% of the committee members agreed that the training programme provided them with a chance to reflect on their spiritual health and develop their spiritual values. They were delighted to serve one another within the school community.

4. Enhancing the supportive and caring school climate

- (1) Staff prayer meetings and staff fellowship meetings were held so that teachers could learn and share with one another to foster a sense of unity within the teaching team. Also, these meetings enable us to learn together to know more about God.
- (2) Mentors were provided to give new teachers spiritual support and to help them adapt to the new teaching environment.

Reflection

- (1) The school theme "With Love, We Can" matched students' needs well. The love and encouragement from schoolmates and God are essential to their growth. Students value Christian faith and have a passion for fellowship. The activities organized have a positive impact on students' spiritual and personal growth.

- (2) The Shatin Chapel plays an indispensable role in supporting the school's gospel work. Closer coordination with the Shatin Chapel in this aspect is needed. The follow-up programme for new believers could be kept and reviewed regularly.
- (3) Students need to re-establish the habit of reading the Bible. The "Growth Reward Scheme" was launched in the Student Christian Fellowship to encourage students to read the Bible and serve others. This helps lead students to live a life according to Christian values.
- (4) More students should be encouraged to lead hymn singing, say prayers and share religious messages in assemblies.
- (5) In short, the targets of Major Concern 1 are mostly achieved. They will be incorporated as the major tasks in the upcoming academic year.

Feedback and Follow-up

- (1) Students participated less in physical group activities due to the impact of the pandemic. They also have fewer opportunities to cultivate leadership qualities. More structured training will be provided for the Student Christian Fellowship committee members to help them to *develop and apply generic skills in an integrative manner*. Teachers will provide more guidance and support in developing their communication, problem-solving and collaboration skills.
- (2) The scale of many activities has been reduced because of the fluctuating pandemic situation, such as the S1 Gospel Camp. A joyful and harmonious atmosphere is precious to school life. With the easing of the pandemic, more interactive activities could be organized in the upcoming year. At the same time, class prayer meetings have been suspended for several years. More support to class teachers for conducting class prayer meetings should be provided. The above follow-up work can help students *maintain a healthy lifestyle with active participation in school activities*.
- (3) Students are facing various changes and challenges in their learning, social and mental aspects, and adaptation problems in these areas can cause a certain degree of stress for them. The promotion of hymn singing can help students to understand God's love. The comfort from God is powerful and can become their support during difficult times. Hymn singing can help students to relieve emotions and reduce stress, which can *lead to a healthier lifestyle both mentally and spiritually*.

Major Concern 2: To provide care and promote values education

Achievements

1. Creating a positive learning environment with the PERMA model to develop students' positive values

- (1) The Counselling Department, Religion Department, Discipline Department, ECA Department and Studies Department worked closely when organizing activities like S.1 Orientation Day and PERMA Day, in which PERMA elements were emphasized.
- (2) Integrated education initiatives, such as organizing PATHS Social Experience Day, social skills training groups, assessment moderation for students with SEN, etc., were implemented. Integrated education has created a more supportive and harmonious school environment as teachers and students are more aware of the needs of different students.
- (3) To enhance teachers' understanding of current trends and the needs of our students, as well as the importance of potential risks associated with suicidal cases among teenagers, a crisis management training workshop was conducted during Teachers' Collaboration Day. The results from the survey revealed that all teacher respondents (100%) agreed that the crisis training session was helpful. Furthermore, some teachers suggested that additional rehearsal sessions should be provided to better equip them with necessary skills to handle emergencies.
- (4) To empower parents with a positive mindset when communicating with their children and addressing their children's mental health concerns, we invited psychiatrist Dr. Tsang Fan Kwong to deliver a talk on supporting children during challenging times. Additionally, we invited speaker Ringle Leung from HealthyMind Parents Academy to address the issue of children's internet addiction problems. The evaluation results indicated that over 90% of the parent respondents found these talks beneficial in helping them navigate these issues effectively.
- (5) Respect Teachers Week was held by the ECA Department to enhance the teacher-student relationship.
- (6) Lunch meetings with the school's administrative team and the student leaders were organized by the Public Relations and Publications Committee to strengthen the communication between teachers and students. Students' opinions were followed up by the school administration.
- (7) In addition to the SERP offered by the Studies Department and remedial classes offered by the core subjects, the Counselling Department also organized tutorial classes for low achievers and SEN students to provide academic support.
- (8) The ECA Department has also organized inter-house ball games competitions to enhance the connections among house members and foster a stronger sense of belonging to the school.

2. Empowering students to build on their strengths

- (1) With the joint effort of the Counselling Department, the Discipline Department, the ECA Department and the Religion Department, PERMA Day was held in November. A special timetable was used to make room for fun activities during recess, lunchtime and after school. To enhance positive emotions, no assessments, homework collection, tutorial classes or detention class were arranged on that day. 75.7% of student respondents agreed that organizing PERMA Day is helpful for releasing their stress.
- (2) To provide a platform for students to showcase their talents and boost their confidence, the SU Singing Contest was organized in November. The contest garnered a positive response from both the contestants and the audience. The final event served as a remarkable platform where students could demonstrate their exceptional abilities and performance skills.
- (3) The second PERMA Day was held after the final exams as a stress-free half-day event for all S1-S5 students. The highlight of the day was a talent contest organized by the Student Union, providing a precious platform for students to showcase their talents in performing arts. The event captivated both the contestants and the audience, who thoroughly enjoyed the stress-free atmosphere and were fully entertained.
- (4) Numerous ECA leadership training programmes were organized to equip students with the essential skills in effective communication, meaningful connections, and collaborative teamwork with their fellow schoolmates.

3. Guiding students to embrace the positive values in life

- (1) According to the student survey done after the PERMA day in November, 79.7% of respondents found that school activities can give them positive emotions and build positive relationships.
- (2) To show appreciation and to nurture a positive culture, students with outstanding performance in each class were elected by their classmates and class teachers to be the 'Star of the Class'.
- (3) Guest speakers were invited to talk about PERMA elements in assembly periods to guide students to have a positive mindset. 70.6% of student respondents found that they understand the basic meaning of "PERMA".
- (4) Counselling Prefects were trained to carry out the Big Brothers and Sisters Caring Scheme. The programme not only provided support for S.1 students to adapt to a new environment but also helped build healthy relationships among students.
- (5) Through various workshops, adventure activities, day camp, etc., the 3-year Leadership Training Scheme and prefect training helped foster a sustaining team spirit among student leaders.
- (6) To foster students' mental well-being, workshops were organized for S6 students to help them cope with stress. Booth games were held as well to arouse students' awareness of the importance of mental health.

4. Developing a school-based positive education programme

- (1) To conduct positive values education, special talks, workshops and mass programmes delivered by guest speakers or professional institutions were arranged. Examples of topics include sex education, stress management, mental health, positive thinking, anti-bullying, cyber deception, being law abiding, reconciliation and facing challenges through walking with Jesus.
- (2) It is found that the implementation of NSE education in various subjects helps enhance students' positive values towards the nation.

Reflection

- (1) The PERMA Days, which addressed Major Concern 2, were successful. In addition to the joint efforts of various departments, the school dedicated significant resources and made adjustments to the timetable and manpower to ensure the smooth execution of the event.
- (2) With the introduction of the PERMA elements to teachers and students, the school should further explore how to integrate these elements with the core values advocated by the EDB. This will enable Major Concern 2 to align with the values education curriculum.
- (3) This year, a wide range of student activities were resumed. However, clashes among major activities were observed, resulting in some leaders having to juggle multiple commitments on the same day. It is crucial to prioritize better collaboration and coordination to ensure the seamless execution of these activities.
- (4) While there have been some minor amendments to the school rules and the demerit waiving scheme, a comprehensive review of the current award and punishment system has not been conducted. Given that the current set of school rules has been in place for decades and plays a vital role in maintaining students' discipline, careful planning is necessary before implementing any major changes.
- (5) In summary, the targets of Major Concern 2 have been partially achieved and will be incorporated as major tasks in the upcoming academic year.

Feedback and Follow-up

1. A further review of the arrangements of the PERMA Day, like wearing casual attire, will help optimize the event. However, some students might not be able to observe the dress code and general school rules closely and therefore clearer instructions should be given to students to avoid conflicts or penalties.
2. To integrate the PERMA elements and the core values stated in the values education curriculum, careful planning by the school administration is necessary so that students can lead a healthy lifestyle.
3. To incorporate more elements of positive education, the Discipline Department should work out a schedule so that the school rules as well as the award and punishment system can be reviewed thoroughly.

Major Concern 3: To develop creative thinking skills in learning and teaching

Achievements

1. Developing creative thinking skills in learning

To further enhance students' creative thinking abilities, including experimentation, communication, organization and problem-solving in various subjects, a wide range of creative displays and interactive educational activities were coordinated by departments and subject panels. These creative presentations included display boards for EMI subjects incorporating creative questions for student responses as well as wise sayings and proverbs related to creative thinking. They are displayed in the hallways, on the TVs at the entrance and outside the tuck shop.

In addition, a series of events were organized to promote creative problem-solving skills. A talk on creative problem-solving was delivered by the Studies Department during the morning assembly in late September, followed by the Creative Problem-solving Competition 2023 to provide opportunities for students to have a hands-on experience with the application of creative thinking skills. Furthermore, a talk on study skills using creative thinking strategies was conducted by the Economics panel in the first term.

Other subject panels and committees also organized activities that develop creative thinking skills in learning, such as by the Book Promotion Video Competitions by the Library and the Chinese panel as well as the S.4 Inter-class Reading Promotion Contest by the English panel. The English Language Arts Assemblies, where students showcased their creativity through various genres, including show-and-tell presentations, dramatic monologues, public speaking and inter-class debates were also conducted. The panels of PSHE KLA also arranged an Inter-class Itinerary Design Competition during the Academic Week, providing S2 students with the opportunity to demonstrate their creativity through designing promotional videos and game booths. Additionally, the Chinese panel organized the S4 and S6 Literary Walk to inspire students to engage their senses and generate creative work.

Furthermore, year-round activities were arranged by subject panels to reinforce students' creative thinking skills. For instance, the STEAM panel organized a two-day STEAM Extended Curriculum for S1 and S2 students at the end of each semester. The L&S Inter-class Forum and Inter-class Debate were held for S3 students while the S.1 and S.2 Academic Award Scheme recognized students' creativity through various mediums, such as texts, mind-maps, and posters.

2. Developing creative thinking skills in teaching

The school-based STEAM curriculum for S.1 and S.2 was developed and implemented. The goal was to enhance students' scientific literacy, experimentation, communication, creative thinking skills and problem-solving abilities. The curriculum was implemented using STEAM Lab I for hands-on activities. In addition to this, subject panels were encouraged to incorporate elements of creative thinking in the curriculum. Cross-curricular projects were also conducted, such as LaC in History, and DiE in Chinese teaching, to further enhance students' creative thinking skills.

To encourage teachers to incorporate creative thinking skills in teaching, subject panels were invited to submit lesson plans for both junior and senior forms that included progressively challenging activities aiming at developing students' creative thinking skills. These lesson plans were then shared amongst all teachers for professional exchange. Furthermore, teachers were encouraged to incorporate the lesson plan designed in the previous year, which focused on creative thinking skills, into their teaching. They were also encouraged to include at least one question or task in their lessons that would require students to apply creative thinking skills. By implementing these teaching strategies, an enriching learning environment that nurtured students' creative thinking skills across all subjects was cultivated.

3. Strategies for staff development

To enhance teachers' understanding of targeted creative thinking skills, a series of training sessions were held. In December, a visit to the Learning and Teaching Expo 2023 was organized to further enrich teachers' knowledge and skills in creative thinking. They were encouraged to attend at least one talk during the visit. Additionally, teachers were encouraged to participate in creative skills courses as part of their professional development. For instance, in February, the school collaborated with HKCEO to host a symposium on Creative Teaching Strategies, with a focus on STEAM and Chinese Education. An open class session on STEAM education was conducted, where the Chinese panel shared innovative teaching strategies for Chinese language instruction.

Furthermore, in March, the English panel, in collaboration with the Education Bureau, conducted a territory-wide open lesson titled 'Catering to diverse learning needs and fostering students' whole-person development through optimizing schools' English language curricula'. The lesson introduced various levels of inferencing using creative pedagogy in pre-lesson, while-lesson and extended learning tasks. Examples of integrating creative thinking skills into English subject content and task design were demonstrated.

Additionally, a list of IT tools and eLearning resources to support the teaching of creative thinking skills was compiled. Panels were reminded to retain lesson materials showcasing students' creative thinking skills in the teaching materials archive.

4. Curriculum Review

To incorporate creative thinking skills into the curriculum, a comprehensive review of the existing curriculums of subject panels was conducted. During this review, the current formative and summative assessments were examined to pinpoint opportunities that would promote the cultivation of creative thinking skills. By taking this strategic approach, the curriculum supports the development of these skills, enabling students to think innovatively and approach problems from fresh and imaginative perspectives. Assessment rubrics focusing on creative thinking skills were integrated into both formative and summative assessments, ensuring that students are actively encouraged and assessed on their ability to think creatively.

Reflection

1. Consolidating the targeted creative thinking skills in learning

This year, students were introduced to an additional creative thinking skill: problem-solving, alongside the other main skills of experimentation, communication and organization. The Stakeholder Survey revealed that the mean score for 'application of learning strategies' was 3.3 out of 5, ranking fifth in students' views on learning. While there was a slight drop in ranking from third to fifth place, the difference in the mean score was not statistically significant. It is recommended to provide students with more opportunities to apply and reinforce these skills in the upcoming academic year.

To enhance students' application of learning strategies, it is suggested to incorporate pre-lesson activities that focus on the target creative thinking skills. Using phrases like 'suppose' and 'imagine' in daily assignments can challenge students' assumptions and encourage creative thinking. Additionally, designing tasks that allow for different presentation approaches can further develop their problem-solving abilities.

Furthermore, it is important to strengthen the elements of creative thinking skills in daily teaching and activities conducted by the Studies Department and subject panels. By integrating these strategies into the curriculum, students can develop a deeper understanding of how to apply their creative thinking skills in various contexts.

2. Consolidating the targeted creative thinking skills in teaching

Based on the data from the Stakeholder Survey, teachers rated the ‘teaching of learning strategies’ relatively high with a mean score of 4.2, while students rated the ‘provision of guidance in learning strategies’ lower with a mean score of 3.7. The change in the means of both scores is not statistically significant from last year. To address the disparities in the mean scores between teachers and students, it may be necessary to allocate more time in the upcoming academic year to reinforce and review creative thinking skills. This could better assist students in applying these strategies effectively.

3. Increasing staff development opportunities for incorporating creative thinking skills into the curriculum

Based on the Stakeholder Survey, teachers rated the statement ‘The professional development activities for teachers organized by the school are very helpful to my work’ with a score of 3.6, ranking it fourth in their views on teachers’ professional development. In comparison, the statement ‘the professional development activities for teachers organized by the school cater for the school development and students’ needs’ ranked first with a score of 3.8 out of 5. This aligns with the findings from the School KPM Report, which received a mean score of 3.6 out of 5 in teachers’ perception of professional development. These findings indicated that activities such as the visit to the Learning and Teaching Expo 2023, the symposium on Creative Teaching Strategies and the open lessons from the English and STEAM panels and the sharing from the Chinese panel seemed to be helpful in enabling teachers to apply creative thinking skills in their teaching. However, despite meeting the needs of school development and students, it would be beneficial to offer more workshops specifically focusing on incorporating these creative thinking skills into various subjects across the key learning areas. This targeted approach could assist teachers in making meaningful connections between the skills learned and their teaching practices.

4. Continuous review of the current curriculum

To enhance the integration of creative thinking skills in lesson designs and assessments across subject areas, it is essential to continually evaluate and enhance the existing strategies. This will ensure that there are initiatives in place to meet both short-term and long-term goals for the effective implementation of creative thinking skills in teaching.

The Stakeholder Survey for teachers revealed positive feedback regarding ‘the performance assessment methods adopted by subject panels and committees effectively assess students’ performance’, with a mean score of 4.1 out of 5. Additionally, ‘the subject

panels and committees use information and data about learning, teaching and assessment to evaluate the effectiveness of curriculum implementation and inform planning' received a mean score of 4.0 out of 5. These results indicated a strong foundation upon which to build and further enhance the existing practices. The School KPM Report yielded similar results, with teachers giving a mean score of 3.8 out of 5 on teachers' perception of curriculum and assessment.

Moving forward, the STEAM curriculum for S.1 and S.2 will undergo refinement with the continuous support of an external institution and collaboration with colleagues from various subject areas. This will provide valuable insights and perspectives, further strengthening the implementation of creative thinking skills across the curriculum.

In brief, the targets outlined in the third major concern for the school have been achieved. However, ongoing efforts need to be made next year to further reinforce the application of creative thinking skills in learning and teaching.

Feedback and Follow-up

Based on the previous 'Achievements' and 'Reflections' regarding the Major Concern 3, the following actions will be taken in the upcoming academic year to assist students in achieving all related learning goals identified in the Seven Learning Goals of Secondary Education framework.

1. Learning Goal 1: Language Proficiency

To help students become proficient in biliterate communication for better study and life, it is crucial to continue offering a comprehensive range of language activities in the upcoming academic year. For example, the English Language Arts Assembly provides a variety of genres including show-and-tell presentations, dramatic monologues, public speaking and debates for both junior and senior forms. Additionally, the organization of the S.3 L&S Inter-class Forum and Inter-class Debate will further enhance students' communication skills. The upcoming Academic Week will also play a significant role in cultivating students' interest in Chinese Language and Chinese Literature.

2. Learning Goal 2: Generic Skills

To enhance students' development and application of creative thinking skills, the school will continue to implement current teaching practices that align with the Key Learning Area Curriculum Guide for Primary 1 to Secondary 6 (2017). Building on this foundation, the school will provide opportunities for students to engage in activities that encourage the consolidation and application of their creative thinking processes.

To further support the cultivation of students' creative thinking skills, subject panels will be encouraged to integrate creative thinking elements into the curriculum and pre-lesson activities. This may include incorporating phrases such as 'suppose' and 'imagine' in daily assignments to challenge students' assumptions, as well as designing creative tasks that allow for various presentation approaches. These elements of creative thinking will be incorporated into the teaching schedules to ensure consistent focus on developing this skill set.

Furthermore, additional workshops, tailored to different key learning areas to strengthen lesson designs that promote creativity, could be offered. These workshops will provide opportunities for students to engage with and apply creative thinking skills within the context of their specific subjects.

This information will be used to inform the planning of the next Annual School Plan.

(3) Student Performance

1. Students' academic performance

- (1) In general, students' performance in internal assessments is good.
- (2) In general, students' performance in public examinations is good.
- (3) Students perform very well in academically-related activities such as the Speech Festival, English debating and English public speaking.
- (4) The value-added results of our school are good, but there is still room for improvement.

2. Students' non-academic performance

Students perform well in extra-curricular activities and inter-school competitions, e.g. English debating, English public speaking, Speech Festival, performing arts, the 3-year leadership training programme and basketball matches, in terms of both participation and achievements.

Financial Summary 2023-2024

	BALANCE B/F (\$) DR.	INCOME (\$)	EXPENDITURE (\$)	Refundable to EDB (\$)	BALANCE C/F (\$)
Government Funds					
(A) EOEBG					
(1) Administration Grant		4,443,072.00	4,972,130.95		
(2) Capacity Enhancement Grant		666,935.00	633,299.75		
(3) Composite Information Technology Grant		512,696.00	326,022.24		
(4) Air-conditioning Grant		608,791.00	608,791.00		
(5) School-based Management Top-up Grant		52,596.00	44,060.15		
(6) School-based Speech Therapy Administration Recurrent Grant		8,415.00	8,415.00		
(7) EOEBG Baseline Reference		1,942,313.36	2,298,698.37		
		8,234,818.36	8,891,417.46		
+ Other Income		197,980.01			
		8,432,798.37			
School Specific (A1) - (A6)			6,592,719.09		
Non-School Specific (A7)			2,298,698.37		
		8,432,798.37	8,891,417.46		(458,619.09)
Surplus brought forward from previous period/year	6,077,273.74				6,077,273.74
Prior year(s) adjustment					5,618,654.65
					-
					5,618,654.65
(B) Salaries Grant					
(1) Teaching Staff		41,521,986.56	41,520,486.56		
(2) Supply Staff		86,730.00	146,130.00		
(3) Teaching supporting Staff		1,717,100.00	1,717,100.00		
Surplus / (Deficit) for the year		43,325,816.56	43,383,716.56		(57,900.00)
Surplus / (Deficit) brought forward from previous period/year			-		(1,500.00)
Surplus / (Deficit) forward to next year					(59,400.00)
(C) Grant Accounts Outside EOEBG					
(1) Setting / Subsidizing Expense of Parent-Teacher Association	7,577.17	5,978.00	4,809.40	0.00	8,745.77
(2) Special Home-School Co-operation Grant	-	16,800.00	15,800.00	1,000.00	-
(3) School-based After-school Learning and Support Programmes	54,000.00	50,000.00	39,935.00	14,065.00	50,000.00
(4) Learning Support Grant for Secondary Schools	63,343.61	206,661.00	260,218.93	0.00	9,785.68
(5) Diversity Learning Grant (Other Programmes)	71,256.25	84,000.00	78,863.75	0.00	76,392.50
(6) Diversity Learning Grant (Applied Learning Courses)	-	29,785.00	29,785.00	0.00	-
(7) Moral and National Education Support Grant	223,231.31	-	11,682.97	0.00	211,548.34
(8) Information Technology Staffing Support Grant	151,795.37	333,812.00	478,012.96	0.00	7,594.41
(9) Grant for the Sister School Scheme	158,682.24	162,994.00	203,174.70	0.00	118,501.54
(10) Promotion of Reading Grant	12,767.77	65,198.00	68,371.07	0.00	9,594.70
(11) Life-wide Learning Grant	936,892.08	1,218,131.00	1,347,219.65	0.00	807,803.43
(12) School Executive Officer Grant	105,040.56	580,738.52	452,675.00	0.00	233,104.08
(13) One-off School-based Speech Therapy Set-up Grant	-	21,038.00	-	0.00	21,038.00
(14) Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	288,661.00	-	64,900.39	0.00	223,760.61
(15) One-off Grant for Mental Health at School	-	60,000.00	35,120.63	0.00	24,879.37
(16) One-off Grant for Mental Health of Parents and Students	-	20,000.00	4,900.00	0.00	15,100.00
(17) One-off Grant on Parent Education (Secondary)	-	200,000.00	-	0.00	200,000.00
(18) One-off Grant for Promotion of Chinese Culture Immersion Activities	-	300,000.00	1,500.00	0.00	298,500.00
(19) One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools	-	150,000.00	-	0.00	150,000.00
	2,073,247.36	3,505,135.52	3,096,969.45	15,065.00	2,466,348.43
(D) Teacher Relief Grant-Annual recurrent	547,120.78	238,500.00	333,146.07		452,474.71
Teacher Relief Grant-Optional	2,947,708.08	2,236,110.00	4,992,759.58		191,058.50
Others (TSA Subsidy Received)	-	7,496.00	3,896.00		3,600.00
	3,494,828.86	2,482,106.00	5,329,801.65		647,133.21
(E) Student Activities Support Grant	-	77,350.00	67,458.00	9,892.00	-
School Funds	7,691,695.37				
(1) Tong Fai		92,295.00			92,295.00
(2) Profit on Sale of Exercises Books and Stationery		(11,991.99)			(11,991.99)
(3) Profit on Sale of School Uniforms		251.00			251.00
(4) Tuckshop Rental		98,000.00			98,000.00
(5) Donations		14,516.46			14,516.46
* (6) Other Income		1,037,661.71			1,037,661.71
(7) QEF E-learning Funding Programme			-		-
** (8) Appropriations			1,977,987.06		(1,977,987.06)
*** (9) Other Expenditure			721,317.17		(721,317.17)
Accumulated surplus/(deficit) carried forward to next year		1,230,732.18	2,699,304.23		6,223,123.32