

The Y.W.C.A. Hioe Tjo Yoeng College
基督教女青年會丘佐榮中學
Annual School Report 2023-2024

A. Our School

Mission

The School shall offer, in a Christian context, an all-rounded education that encourages and enhances the development and growth of the students morally, academically, physically, socially, aesthetically, and spiritually, and promotes their sense of commitment to the community and mankind.

Visions

The students will:

1. think independently with grace and wisdom from God,
2. have a global perspective,
3. be healthy in body, mind and spirit,
4. have genuine love for and be respectful to self and others,
5. acquire the skills for life-long learning,
6. perform to the best of their potential and strive to achieve excellence,
7. serve the community and mankind humbly and responsibly, and
8. be leaders of Hong Kong

Brief Profile

Since HTYC was founded in 1971, she has always been committed to the provision of life-nurturing education to their students, well appreciated by the community and with well-recognized results and growing popularity in the Kowloon City District, testifying God's grace in the past 50 years of school history. In 2023-24, HTYC, running on a 24-class structure, under which there were 4 classes in every level from S.1 to S.6, and offering a full-range EMI curriculum, there were a total of 669 students. In Jan 2024, the school recorded a total of 488 applications for the 41 S.1 discretionary places in 2024-2025 (ratio of 12:1).

The school established its education on the basis of Christian teachings and upholds the notion of "high expectations with love" (嚴中有愛), catering for the balanced needs of the students. As an EMI (English as the medium of instruction) school, HTYC offers a very good English learning environment which was well complimented by the Education Bureau.

2023-2024 was the last year in the three-year school development cycle of 2021-2024, with the thematic slogan "Stay positive" and the major concerns "Being positive towards learning and life" and "Professional development of teachers", aiming at developing growth mindset and positive attitudes, mastering and applying of learning strategies and study skills, developing school members to love each other, self-reflecting and self-evaluating for improvement, and continuing professional growth and development for teachers etc. Alongside the concerted efforts on academic and pastoral development, improvement of learning and teaching facilities have also been another focus of schoolwide efforts. HTYC has finished different renovations and repairs this year. Classroom renovation project for all 26 classrooms and special rooms has been carried out, including replacing all blackboards with interactive electronic whiteboards. The expansion project of General Office has also been completed. Moreover, the renovation and beautification projects of the G/F & 1/F lobbies, covered playground, STEM Room, Fitness Center, English Corner and library were also carried out.

The Incorporated Management Committee (IMC) 2023-2024

Structure of the Incorporated Management Committee and the IMC Membership in 2022-2023 are as follows:

- **Sponsoring Body Managers:**
 - Ms Lui San Man Simmy
 - Ms Luk Sai Lam Alice
 - Mrs Ho Sung Yuen Chan Jeannette
 - Ms Law Siu Man
 - Ms Chan Miu Ha Miranda
 - Ms Hsu Yu Ming Hanna
 - Ms Lee Man Shan Emily
- **Alternate Sponsoring Body Managers:** Ms Lai Sau Ling
- **Independent Manager:** Mr Ho Chun Kit
- **Parent Manager:** Ms Mak Yuk Fung Sandy
- **Alternate Parent Manager:** Ms Mak Ka Ka
- **Teacher Manager:** Mr Chan Siu Cheung
- **Alternate Teacher Manager:** Ms Lau Suet Wan
- **Alumni Manager:** Mr Tse Chi Hung
- **Principal:** Mr Kwok Sai Man

General Information

Class Structure & Students' Information

The table below shows the class structure in 2023-24 with a total of 24 classes. Students' average attendance rate was 96.9 %, with 0.4% of early exit.

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

Teachers' Qualifications

Number of teaching posts in the approved establishment:	53
Total number of teachers in the school:	54

I. Qualifications and professional training of Principal and Teachers

	Percentage of teaching staff (%)
Teacher Certificate / Diploma in Education :	96%
Bachelor Degree:	100%
Master / Doctorate Degree or above :	51%
Special Education Training :	58%

II. Teaching Experience

	Percentage of teaching staff (%)
0-4 years :	24%
5-9 years :	18%
10 years or above :	58%

B. Achievements & Reflections on Major Concerns

Major Concerns 2023-24 :

- I. Being positive towards learning and life
- II. Professional development of teachers

Emphases: Facilitating school members to love learning and love each other

Thematic Slogan: Stay positive

Expectations:

1. Students are able to apply study skills and learning strategies with a positive mindset
2. Facilitating school members to love God, themselves, and others with positive attitudes
3. Strengthening students' awareness of and abiding by proper moral values, law-abiding ethics, social responsibility, and the importance of national security
4. Strengthening students' ability to self-reflect and self-evaluate
5. Teachers can continue professional growth and development

Major Concern I : Being positive towards learning and life

1. Enrich students' LWL Intellectual development with learning through learning by doing, such as hands-on experiences, collaborative learning, explorations, investigations and experiential learning. Moreover, a new STEM subject will be introduced at the Junior level.

Achievements
<ul style="list-style-type: none">• According to the ASP questionnaire surveys conducted in 2023-24, over 85% of students agreed that teachers effectively arranged hands-on and collaborative learning activities that ignited their interest in learning. A similar percentage acknowledged that activities during Academic Week, Academic Assembly, and workshops on learning strategies were beneficial in developing their learning skills and fostering a positive attitude towards education.• Life-wide Learning (LWL) is integrated throughout the curriculum, with various departments coordinating an array of events, including educational trips, field studies, exhibitions, seminars, workshops, and talks during LWL periods. Notable events included the S1 Mathematics Fun Day, S2 life education film appreciation, Singapore Education Tour, and the Historical, Cultural and Technological exploration tour to Guangzhou and Ningxia. These activities engage students in meaningful learning experiences, allowing them to grasp real-life contexts and contemporary issues affecting their lives at personal, community, national, and global levels.• A new school-based STEM subject was successfully incorporated into the Junior Curriculum, enhancing students' ability to integrate knowledge across disciplines while fostering creativity, collaboration, and problem-solving skills. Positive feedback was received from primary school principals and teachers, praising our students for their innovative designs showcased during the S3 Project-based Learning (PBL) and STEAM Fun Fair.• A diverse range of learning strategies and activities have been adopted in teaching various subjects, effectively meeting students' educational needs, as observed in lessons, book inspections, and departmental reports.
Reflections
<ul style="list-style-type: none">• While the school has made strides in providing rich learning experiences across Values Education, Intellectual Development, Community Services, and Physical and Aesthetic Development, there is a recognized need for a more systematic and holistic approach. Establishing clear priorities for LWL will enhance the whole-person development of students. Fostering collaboration among teachers from different Key Learning Areas (KLAs) will enable stronger cross-curricular coordination, enhancing the connection between classroom learning and life-wide experiences.
Feedback and Follow-up

- To broaden students' perspectives and foster a global outlook, the school will organize more Mainland study tours and overseas educational trips. These initiatives will provide students with firsthand experiences of cultural diversity and national development. Additionally, participation in The Sister School Scheme will enhance communication and cultural exchange, benefiting both institutions.
- STEAM education will be further developed by enhancing the STEM curriculum and establishing a dedicated STEM Room in the upcoming academic year, ensuring rich practical experiences across subjects.

2. Strengthen e-learning to further enhance interactivity, and facilitate self-directed learning.

Achievements

- The ASP survey results indicated strong support for e-learning, with over 90% of students and 85% of teachers affirming that e-learning activities effectively promote interest, engagement, and self-directed learning. Additionally, 93% of students expressed confidence in using e-learning strategies. The BYOD initiative, alongside interactive displays in all classrooms, has strengthened interactive and effective learning.
- Professional sharing among teachers, through staff and departmental meetings, lesson observations, and book inspections, revealed extensive incorporation of e-learning strategies in daily lessons. Examples include concept mapping, e-notes, feedback mechanisms, and the use of educational apps such as Padlet and Kahoot.
- S3 Project-based Learning (PBL) was successfully executed as a group project where students designed a Smart Application of AI, integrating STEM elements. The students showcased their projects at the STEAM Fair and received commendations for creativity and innovation, with two groups winning the Championship and First Runner-up in the Solar Future Challenge 2024.

Reflections

- Some students have shown dependence on and misuse of iPads. There is a need for education on the appropriate use of devices both in and outside of the classroom.

Feedback and Follow-up

- Although the development of e-learning at HTYC is commendable, further emphasis on enhancing students' information literacy is essential. In light of rising concerns regarding cyberbullying and internet addiction, promoting interdisciplinary collaboration and establishing cooperative mechanisms with parents is crucial. The ultimate goal is to nurture students' ability to use, provide, and communicate information effectively, ethically, and responsibly.

3. Positive education, growth mindset and character strengths

Achievements

- To foster a positive growth mindset, positive education home classes with interactive activities were organized for students in grades S1-3 during Day C LWL periods. Approximately 84% of S1-5 students agreed that they gained a better understanding of their character strengths.
- Both teachers and students found that the VIA survey provided valuable insights into the nature of students' character, aiding them in selecting suitable service roles. Around 80% of students reported that they were able to contribute to their class, house, and committees through various positions. The implemented strategies successfully achieved their objectives.

Reflections

- The data obtained from students' VIA surveys can play a crucial role in assisting them in cultivating a growth mindset and charting their development paths. To maximize the effectiveness of this data, it is recommended that it be regularly updated and renewed in a timely manner. By doing so, teachers can ensure that the information remains relevant and tailored to the evolving needs and aspirations of the students. Last year, it was suggested that it would be beneficial for S3 students to retake the VIA survey at the stage of their senior-form subject choice selection and when taking up student posts to serve others. However, this has not yet been implemented this year.

Feedback and Follow-up

- It is confirmed that S3 students to retake the VIA Survey in order to review their character strengths, which will facilitate their decisions on subject choice selection and taking up student posts in 2024-2025.

4. Reinforcement of HTYC Spirit through sharing, assemblies, activities, and campaigns

Achievements

- Over 80% of students reported that sharing Bible verses during morning assemblies, weekly mottos, sharing songs, and Bible reading sessions can facilitate them to establish the positive attitude based HTYC Spirit.

Reflections

- These organized activities have created a platform for students to gain an understanding of the positive value, as well as actively participate in building harmonious relationships with their classmates.

Feedback and Follow-up

- It is recommended to periodically review and update the contents of LWL activities and class bonding activities in a timely manner. Besides, it is recommended to establish the student development blueprint of nurturing students as competent Hioecians in accordance with Christian values, the School Motto and the HTYC spirit.

5. Cultivating love and care through regular activities and social service

Achievements

- Approximately 79% of students agreed that their sense of social care and responsibility was enhanced through community care activities organized by the school, such as blood donation events, flag selling, charity coupon sales, and other volunteer services.
- Approximately 83% of students agreed that their spirit of serving others were enhanced through taking up the student posts in the school.

Reflections

- To foster students' sense of social care and responsibility, it is suggested to establish a holistic framework for student participation in service- learning.

Feedback and Follow-up

- Strengthen collaboration with community organizations to create sustainable service opportunities for students, especially S4.
- Developing a curriculum in service-learning for different forms

6. Strengthening students' awareness of and abiding by proper moral values, law-abiding ethics, social responsibility, and the importance of national security

Achievements

- To strengthen students' awareness of and adherence to proper moral values, law-abiding ethics, social responsibility, and the importance of national security, the DE (Discipline Education) and LE (Life Education) departments collaborated to integrate relevant messages in Day F home classes. These efforts aimed to cultivate students from S1 to S5 with appropriate messages, yielding encouraging results. The majority of students in HTYC exhibited good behavior.
- Flag hoisting ceremonies were conducted by the school's flag-hoisting team on a weekly basis, ensuring the smooth operation of the ceremonies and eliciting appropriate responses from attending students. "Speech under the national flag" sessions were also organized to provide updated information about Mainland China and enhance students' sense of belonging to their homeland. The Chinese, English, and Chinese departments collaborated on writing competitions, fostering a greater understanding and love for the Motherland. As a result, 90% of students agreed that their awareness of upholding correct values, obeying the law, being responsible to society, and recognizing the importance of national security were enhanced.

87% of students agreed that their improved understanding of the significance of national flags and songs, as well as an enhanced national identity.
Reflections
<ul style="list-style-type: none"> ● Overall, the effects of the activities were encouraging, as they helped students to develop into responsible citizens with a strong sense of morality, social responsibility, national identity, and discipline.
Feedback and Follow-up
<ul style="list-style-type: none"> ● The students involved in the weekly flag hoisting ceremonies will be extended from one form to three forms, with junior and senior forms attending the ceremony alternately. ● Organize more sessions under the theme of “Speech under the national flag” to provide students with updated information about Mainland China, its culture, history, and achievements. This can foster a stronger sense of belonging and connection to the Mainland. ● The school will join the Sister School Scheme in 2024-2025 to help students broaden their horizons and deepen their understanding of the Mainland and Hong Kong through participation in exchange activities, thereby enhancing their sense of national identity.

7. Strengthening students' ability to self-reflect and self-evaluate.

Achievements
<ul style="list-style-type: none"> ● The practice was strengthened among the students. They were assigned to set annual targets, study targets and engage in self-reflection during home classes in the mid-term and end of the term. The students were trained to reflect on their targets positively and update them accordingly. According to a survey, 87% of students agreed that the school provided opportunities for them to share their learning experiences after participating in learning activities, which enhanced their ability to self-reflect and self-evaluate. ● Sharing sessions were conducted during the morning assemblies, where leaders such as the head prefect, head counselor, student union president and Outward-Bound participants delivered messages encouraging fellow students to serve others and to participate in challenging experiences. These messages were meaningful and inspiring.
Reflections
<ul style="list-style-type: none"> ● Various opportunities were provided to students for self-reflection, including setting targets, engaging in reflection during home classes, and participating in sharing sessions. These occasions allowed the students to reflect on their progress and gain insights from others.
Feedback and Follow-up
<ul style="list-style-type: none"> ● Encourage students to share their learning experiences and insights with their peers. This can be done through group presentations, classroom discussions, or online platforms where students can showcase their achievements and lessons learned. ● Utilize the LWL periods, Home class of the last teaching cycle, post-examination activities, and end-of-term assembly to facilitate reflection and recognition of students' learning outcomes and achievements

Major Concern II : Professional development of teachers

8. Strengthening teachers’ professional development atmosphere and ability by professional sharing, lesson observations, appraisal and training of middle management.

Achievements
<ul style="list-style-type: none"> ● Common lesson preparation period (CLP) for Chinese, English, Mathematics, and Junior Science subject teachers scheduled in the timetable was set this year for enhancing professional development. CLP has facilitated professional sharing and collaboration. ● PD Unit continued to implement several professional development areas and long-term planning for teachers’ professional development needs. ● The Appraisal policy was further implemented and extended to all teachers this year to conduct annual performance appraisals. Each teacher will be involved in appraisal annually

with one year for committee and another year for panel duty alternatively.

- The middle management training was strengthened this year. Two training sessions were held for middle-level management teachers. Speakers were invited to share their experiences.
- PD committee supportive group for new teachers invited our social workers to have a "Meeting with Parents Experience Sharing" for all new colleagues.

Reflections

- The implementation of the appraisal policy promoted accountability and continuous improvement among teachers. Extending the appraisal policy to a majority of teachers shows a dedication to fair and comprehensive performance assessments.
- A more comprehensive professional development plan was implemented, including a professional development week during the final exam period. Partnerships with external organizations or experts for specialized training and workshops in specific areas of need were also connected.

Feedback and Follow-up

- Conduct regular surveys or feedback sessions to gather input from teachers regarding their professional development needs and preferences.
- Establish a system for recording teachers' professional development activities and progress.
- Provide ongoing support and resources for teachers to implement strategies learned during professional development sessions.
- Foster a culture of continuous learning and professional growth by recognizing and celebrating teachers' achievements and contributions.
- It is suggested that professional training be enhanced with two focuses: (1) the school-based PIES Model (Preparation-Inquiry-Engagement-Self-reflection Model) as a framework for effective learning and teaching, and (2) fostering students' mental health.

C. Our Learning and Teaching

In the 2023-24 academic year, our school has made significant progress in enhancing the breadth of knowledge and skills offered to our students. We have successfully implemented a broad and diversified curriculum that caters to the individual needs, interests, and aptitudes of our students. A notable addition is the introduction of a new school-based STEM subject for Junior forms, which complements the existing curriculum and prepares students for future challenges. Additionally, new elective options, including Tourism and Hospitality Studies and Visual Arts, have been introduced in senior forms, expanding our offerings to a total of 11 electives. This diverse curriculum not only enriches students' academic experiences but also prepares them for various career paths.

Life-wide Learning (LWL) has been integrated into our curriculum, providing students with valuable hands-on experiences that extend beyond traditional classroom learning. A wide array of events, such as educational trips, field studies, and project-based learning initiatives, have engaged students in real-world contexts. Activities like the S1 Mathematics Fun Day, Chinese LWL Day, the Academic Week, the STEAM fair, the S5 CS Zhuhai Study Tour, the Geography and Biology field trips and the Singapore Education Tour have been particularly impactful, fostering a deeper understanding of contemporary issues at personal and global levels.

Our coherent curriculum ensures vertical continuity and lateral coherence across different Key Learning Areas (KLAs). Initiatives such as "Reading across Sciences" and the Language across the Curriculum (LaC) program have successfully facilitated the integration of literacy skills across subjects. Additionally, we have implemented orientation programs to support students transitioning between educational levels, ensuring a smooth academic journey.

Language proficiency remains a cornerstone of our educational strategy. Our students have consistently performed well in public examinations, with results in English and Chinese exceeding territory averages. Various initiatives, including English Week and Putonghua Day, have provided students with opportunities to communicate effectively, enhancing their

confidence and fluency. Our Debate Teams and participation in writing competitions have further showcased our students' language capabilities, earning them prestigious awards.

Furthermore, our school emphasizes the cultivation of generic skills essential for 21st-century learners. The successful implementation of the Bring Your Own Device (BYOD) scheme has enabled students to develop strong Information Technology skills, facilitating interactive and self-directed learning. The S3 Project-Based Learning (PBL) approach has highlighted our students' creativity and problem-solving abilities, receiving positive feedback from the community.

In terms of learning across various subjects, we have provided a wide range of meaningful activities designed for effective learning and teaching. Our daily lessons incorporate hands-on experiences, and we have made extensive use of e-learning strategies to foster innovative and interactive pedagogy across all subjects. Interactive display panels were installed in all classrooms and special rooms and these enhancements have significantly increased the effectiveness of our teaching and learning environment, with both teachers and students commending the shift in learning modes that promote engagement, participation, and interest in learning.

In summary, the 2023-24 academic year has been marked by a commitment to providing a comprehensive and enriching educational experience. Our focus on a diversified curriculum, life-wide learning, language proficiency, and the development of essential skills has positioned our students for success in an ever-evolving global landscape. We look forward to building on these achievements in the coming years.

D. Support for Student Development

Overall, the school made efforts to coordinate different committees and departments at various levels to carry out the tasks mentioned above. They encouraged collaboration between different committees and subjects to organize activities or competitions, aiming to save manpower and foster a comprehensive culture.

During the LWL Day D Periods and post-examination periods, platforms were provided for conducting activities and outings that helped students learn various subjects outside the traditional classroom setting. These experiences exposed students to real-life situations and practical applications of their knowledge. It is also suggested that the LWL experience should be integrated into the academic curriculum to broaden students' horizons.

To enhance the sense of belonging and create more memorable and vibrant secondary school experiences, a series of class-nurturing activities will be implemented from 2024 to 2027 to strengthen students' connection to the school and make their secondary school life more meaningful. The LE Committee will plan to create a space for class nurturing through the cohesive scheduling LWL periods and home classes.

Additionally, the newly created position of Student Development Coordinator (培育幹事) will play a role in strengthening the work of Christian Education and attracting more junior form students to follow Jesus. Furthermore, the school will foster the spiritual well-being and positive character traits of students through an experiential E&RE curriculum in the junior forms.

Lastly, emotional well-being of students and fostering harmonious relationships among them were identified as important issues for the future. It was suggested that the school promote students' adoption of a balanced and healthy lifestyle, incorporating four elements: rest, relaxation, relationships, and resilience. External non-governmental organizations (NGOs) were recognized as valuable resources for the school in addressing these matters. It is planned to promote students' mental, spiritual, physical, and social well-being in the new school development plan for 2024-2027.

E. Student Performance

Students' Academic Performance in HKDSE Examination 2024

I. Overall Percentages

Levels	HTYC Results (%)	HK Average (%)
% of students meeting requirement for subsidized degree programmes (332A for cores and 2 for one elective or above)	74.0 %	39.0 %
% of students meeting requirement of associate degree programmes (222A2+ including cores)	99.0 %	74.2 %

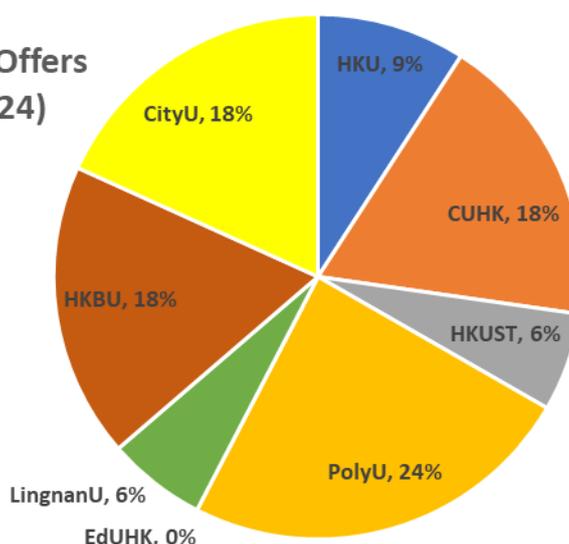
II. % of Core Subjects at 332A or better:

Core Subjects	HTYC Results	HK Average
English Language	92.7 % (3+)	54.7 % (3+)
Chinese Language	77.1 % (3+)	64.0 % (3+)
Mathematics (Compulsory Part)	99.0 % (2+)	82.5 % (2+)
Citizenship and Social Development	100.0 % (A)	93.7 % (A)

III. University admissions

Categories	2024
JUPAS offers (Degree programmes)	71.9 %
Final % of students admitted to post-secondary education	100 %

% distribution of JUPAS Main Round Degree Offers among 8 Universities (2024)



F. Feedback on Future Planning

Enriching Life-Wide Learning Experience

HTYC has achieved many outstanding achievements in the past 53 years and has nurtured many outstanding alumni to serve the society in Hong Kong and different places around the world. Christian values are an important element of HTYC and a major reason for the success of HTYC over the past 53 years. As a Christian school, we guide our students to live by the words of God, love families, contribute to communities and glorify God.

HTYC offers a good variety of opportunities to suit the diverse interests and needs of students. Teachers provide a wide spectrum of learning activities, ranging from daily work to special weeks, inter-class competitions, whole school events, etc. All these conjoint efforts allow students to enjoy a rich and fruitful school life. This year, HTYC arranged different life-wide learning activities for students to enrich their learning experiences and teacher-student interactions. It is observed that through these activities, our students engage in deep and enjoyable learning, gaining a good understanding of real-life contexts and contemporary issues that may impact their daily lives at personal, community, national, and global levels. In the future, we will continue to arrange more Life-Wide Learning activities to provide HTYC students with richer learning experiences.

From Strength to Strength

HTYC has always insisted on focusing on Christian values as our value education and life education. We expect HTYC to be a place where Hioecians can explore and understand the meaning of life, respect and cherish the value of life, love and develop personal life. We will continue to inherit the strengths of HTYC in the past. At the same time, we will keep up with the times and strive to develop more strengths. Hioecians always strive to achieve excellent performances in different disciplines. HTYC students had indeed demonstrated talent, tenacity and team spirit in a wide range of competitions, including remarkable achievements in IT, STEAM, visual arts, music, sports, leadership and different service positions. This year, STEAM education is integrated into the school curriculum of junior forms. Teachers from different key learning areas collaborate to tailor the curriculum, allowing students to integrate knowledge from various disciplines, unleash their creativity, enhance problem-solving abilities, and cultivate a spirit of collaboration. To align with the development of STEAM education, physical education and English language, the innovation STEM Room, Fitness Center and English Corner will newly open in September 2024. In the days to come, we will continue to invest resources and create opportunities for students to develop their potential in different areas.

Nurture Virtue, Embrace Wholeness: Be a Hioecian

HTYC believes that in the face of rapid development and changes in the world, students need a broad knowledge base and balanced development, with particular emphasis on the cultivation of personal character. In the coming years, we hope to cultivate Hioecians who can "Nurture Virtue and Embrace Wholeness". We hope to nurture Hioecians into competent learners, by fostering students' proficiency and competence in biliterate and trilingual communication, enhancing their learning outcomes and enriching students with life-wide learning experiences in local, national and global contexts. We would also foster students' mental health, spiritual well-being, healthy lifestyle and sense of social care and responsibility. We will establish the blueprint of nurturing students into competent Hioecians in accordance with Christian values, the School Motto and the HTYC spirit. HTYC upholds holistic well-being of the students and students are expected to pursue academic excellence as well as good character. With God's grace and guidance, all Hioecians possess admirable competence, upright character, leadership qualities and a spirit to serve — they are servant leaders for the future.

Appendix: Financial Summary

2023-2024 Financial Report (Unaudited)

I. Government Fund:	Income	Expenditure
	HKS	HKS
Other Recurrent Grant A/C (Govt. Rates)	492,478.00	492,478.00
Teacher Relief Grant for IMC School	4,242,014.00	3,358,717.49
Learning Support Grant for Sec. School	348,672.00	336,531.20
Diversity Learning Grant - Other Programmes	84,000.00	79,815.00
Moral and National Education Subject Support Grant	0.00	19,689.24
Information Technology Staffing Support	333,812.00	336,336.00
Promotion of Reading Grant	65,198.00	36,815.70
School Executive Officer Grant	580,738.52	580,866.00
One-off School Speech Therapy Set-up Grant	21,038.00	4,751.97
One-off Citizenship & Social Development Grant	0.00	99,302.39
One-off Mental Health at School	60,000.00	27,970.22
One-off Mental Health of Parents & Students	20,000.00	7,520.00
One-off Grant on Parent Education (Secondary)	200,000.00	0.00
One-off Prom. Chi. Culture Immersion Activities	300,000.00	6,800.00
One-off Prom. Sport Ambience & MVPA60 in School	150,000.00	0.00
Life-wide Learning Grant	1,218,131.00	1,406,215.86
Student Activities Support Grant	74,750.00	74,611.00
School-based After-school Learning & Support Prog.	112,200.00	96,680.76
Employer's Cont. to PF / MPF	209,052.00	209,732.66
Administration Grant	3,843,888.00	3,449,729.22
Composite Information Technology Grant	585,152.00	564,813.32
Air-conditioning Grant	521,008.00	443,227.70
EOEBG Baseline Reference (RE: Departmental Budgets)	2,091,541.56	2,263,975.23
Capacity Enhancement Grant	666,935.00	111,951.00
School-based Speech Therapy Admin Recurrent Grant	8,415.00	0.00
School-based Management Top-up Grant	52,596.00	2,000.00
Sub-total:	16,281,619.08	14,010,529.96

II. Others Fund:	Income	Expenditure
	HKS	HKS
Pilot Scheme for Student Athlete Support	15,655.08	14,984.08
IT Innovation Lab in Secondary School	181,360.00	801,740.00
Sir Robert Black Trust Fund Training Grants	0.00	6,216.25
Quality Education Fund	395,568.00	0.00
Sub-total:	592,583.08	822,940.33

II. School Fund:	Income	Expenditure
	HKS	HKS
Approved Coll. for Specific Purposes A/C	0.00	1,049,546.57
General Fund, Subscription, Student Union, etc.	668,986.84	103,078.49
Charges and Fee for Specific Purpose	205,000.00	286,840.00
Scholarship Fund	37,600.00	113,496.00
50th Anniversary Fund	80,009.11	87,296.00
Donations	411,093.70	96,035.28
Sub-total:	1,402,689.65	1,736,292.34

Total:	18,276,891.81	16,569,762.63
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