

Li Sing Tai Hang School

School Report 2018-2019

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1 Our School

1.1 Motto

Li Sing Tai Hang School is a government-aided primary school founded by the Tai Hang Residents' Welfare Association. We offer equal educational opportunities for all children in Hong Kong. We also strive to achieve educational excellence to help students develop their potential and strengths.

Our school motto is "Wisdom, Benevolence and Courage". To enable students to be part of our community, we provide them with comprehensive knowledge, foster their self-learning abilities and develop their interest in the pursuit of knowledge. In addition, students are encouraged to care for others and contribute to the community. Our school believes that students will have a promising future when they face difficulties with courage and a positive attitude.

1.2 Background

Li Sing Tai Hang School was established in 1958 by the Tai Hang Residents' Welfare Association. It later developed to be a whole-day primary school. In 2003, our school turned into an English-medium school providing education for non-Chinese speaking (NCS) students as well as Chinese students who wished to learn in English.

1.3 Facilities

Our school has four floors with 12 air-conditioned classrooms. We have a library, a music room, a multipurpose room, a conference room, a playground, a school hall, a medical room, a teaching resources room and a P.E. storage room. We also have a parterre and a greening wall to create a healthy and green environment for our students.

This year, we have upgraded our Information Technology facilities in school. Classrooms have projectors and visualizers and the whole school is covered with a Wi-Fi network. We also provide every student with an iPad for study. Our school facilitates interactive learning and keeps abreast of the latest technology.

1.4 Management

In 2005, the Incorporated Management Committee (IMC) was established to enable greater autonomy and flexibility in school management.

1.4.1 IMC Organization

Member Category	Sponsoring Body	Principal	Teacher	Parent	Alumni	Independent
Number	6	1	2	2	1	1

1.4.2 IMC Members

Chairperson: Mr. Lee Hon Man Nicholas
Manager: Mr. Lam Chuen Tim, Ms. Choi Fung Ying Irene,
Ms. Sung Man Suk Obance, Mr. Cheung Kwok Ho,
Mr. Yuen How Kuen, Mr. Wong Kam Fai,
Mr. Lam Sek Kong, Ms. Yip Siu Lai,
Ms. Fong Yuk Ching, Mr. Lourdusamy Arokiasamy
Alternative Manager: Ms. Ma Miu Wan, Ms. Herdip Kaur

2 Our Students

2.1 Class Organisation

Number of Classes

Class	P.1	P.2	P.3	P.4	P.5	P.6	IRTP	Total
No.	2	2	2	2	2	2	1	13

Number of Students

Class	P.1	P.2	P.3	P.4	P.5	P.6	Total
Boys	19	23	25	26	24	24	141
Girls	22	21	28	25	30	30	156
Total	41	44	53	51	54	54	297

2.2 Attendance

Class	P.1	P.2	P.3	P.4	P.5	P.6
Attendance Percentage	91%	93%	93%	94%	94%	94%

2.3 Nationalities

Nationality	Filipino	Pakistani	Chinese	Nepalese	Indian
No. of students	88	64	60	30	19

Nationality	Indonesian	Japanese	British/Russian Canadian/法/尼日利亞	Vietnamese /Sri Lankan/Korean
No. of students	14	3	8	8

3 Our Teachers

3.1 Qualifications

Qualification	Master Degree or above	Bachelor Degree
Percentage	32%	96%

3.2 Teacher Certification: 92

3.3 Teaching Experience

Years of teaching	0-4 years	5-9 years	Above 10 years
Percentage	34%	0%	66%

3.4 Staff Development

Our school arranged 3 Staff Development Days this year. We held many activities and

workshops including:

- A workshop on Managing Difficult Personalities / Customers
- IT workshops : Nearpod's New Features and Operations & Use of Mobile Device to Promote Learning, Teaching and Assessment in Classroom
- A workshop on Setting Test Question Skills from The University of Hong Kong CACLER (Centre for Advancement of Chinese Language Education and Research)
- NET Section "E-learning: Making good use of online resources in English lessons"
- A workshop on understanding the revised primary Mathematics curriculum
- STEM Workshops
- A Workshop about issues of self-harm among students.

There was a sum total of 1,831 hours of professional development in the school year.

Our school has joined the Chinese School Based Support Programme for Non-Chinese Students run by The University of Hong Kong CACLER and P.4 Chinese "Tiered Intervention Model" Programme. Our P3 and P4 English teachers have been supported by The Education Bureau Net Teachers Advisory Teaching Team and optimized teaching strategies for English reading and e-learning skills to arouse students' motivation and interest in learning.

Our P.6 Mathematics teachers have been supported by the School-based Curriculum Development Team from The Education Bureau to optimize our teaching strategies in P.6 Mathematics. Two of our mathematics teachers participated in the "Mathematics Teacher Leaders Learning Community" led by the School-based Curriculum Development Team. This involved professional and leadership skills development through lesson observations and sharing sessions in different schools. Our school has conducted pre-lesson preparation sessions and discussions, lesson observations and follow-up evaluation meetings and the IT Seed Teacher has provided sample lessons, lesson observations and hosted workshops. Through these exchange activities, teachers have also learnt how to use iPad applications for e-learning. Through these workshops, teachers have had the opportunity to develop their teaching objectives and strategies, expected learning effectiveness, assessment format and also address students' learning difficulties. These development activities also enhanced the professionalism and competency of our teachers.

4 Our Learning and Teaching

4.1 Features

4.1.1 Flexible lesson time

- 4.1.1.1 To enhance the effectiveness of teaching and learning, each lesson is 60 minutes long with the last 10 minutes of every lesson used for homework.
- 4.1.1.2 At the start of the day, there is one 15 minute class teacher period. This is a time for the class teachers to have a meeting with their students, for students to reflect on their conduct and behavior, and for borrowing and returning story books.
- 4.1.1.3 Every day our students spend at least 9 hours at school; academic sessions in the morning; and non-academic sessions and activities in the afternoon.

4.1.2 Whole school approach of catering for learning diversity

- 4.1.2.1 Students are put into small groups in order to acquire an understanding of their learning needs and to facilitate collaboration.
- 4.1.2.2 Elite and remedial classes, after-school activities and Individualized Educational Plans address students' learning needs.
- 4.1.2.3 The 'Peer Tutoring Program' enables students with good academic

performances to support younger ones with their studies and individual development.

4.1.3 Integrated support for students

- 4.1.3.1 Multiple Intelligence Learning Sessions held every Day Six develop students' potential and encourage them to learn through activities.
- 4.1.3.2 Service teams such as the Cub Scouts and the Prefect group develop students' discipline, and leadership and organisational skills.
- 4.1.3.3 Different learning activities such as Project Learning Days, moral education, outings, visits and school competitions are organised for students' development in different areas.
- 4.1.3.4 Promoted by the Disciplinary team and the Social worker, the Comprehensive Guidance Service Plan helps students to develop a concept of values. They also arrange for students to visit elderly people at a local nursing home.
- 4.1.3.5 The 'Buddies Scheme' helps P.1 and other new students learn about the school and develops P.6 students' sense of responsibility.
- 4.1.3.6 The 'Model Student' Programme explores and acknowledges students' strengths and positive attributes.
- 4.1.3.7 The 'P.1 and P.2 Self-care and Routine Training Programme' builds the independence of the younger students.
- 4.1.3.8 The 'Assignment Completion Scheme' educates students about their responsibility to complete homework.

4.1.4 Four Key Projects

4.1.4.1 Reading to learn

- 4.1.4.1.1 We have Reading Mornings every day which help develop students' reading habits. Home reading and paired reading activities also create a friendly environment to promote reading.
- 4.1.4.1.2 The Chinese and English Reading schemes develop students' reading skills.
- 4.1.4.1.3 The Rainbow Reading Reward Scheme develops student's interest in reading and aims to increase the volume of their reading.
- 4.1.4.1.4 A Reading Corner in the hall creates a different reading environment.
- 4.1.4.1.5 A Book Fair is held every year to facilitate independent reading.
- 4.1.4.1.6 The school library is opened every recess with a comfortable environment.
- 4.1.4.1.7 The school library has competitions in order to encourage students to borrow books from library.
- 4.1.4.1.8 The Chinese and English Online Reading schemes develop students' online reading skills.
- 4.1.4.1.9 The school library provides a board variety of books to enhance reading diversity.
- 4.1.4.1.10 Recruit a writer to provide lectures to promote reading.
- 4.1.4.1.11 Broadcast Chinese ETV and Chinese Programmes to promote reading during lunch time on Chinese Days

4.1.4.2 I.T. Education

- 4.1.4.2.1 I.T. has been integrated in all subjects in order to coordinate the key objectives of each learning area.
- 4.1.4.2.2 Teachers and students are encouraged to teach and learn through the use of the Internet; for instance, searching for and acquiring up-to-date information.
- 4.1.4.2.3 A school-based I.T. learning platform has been developed to complement the school curriculum.
- 4.1.4.2.4 Students can have a higher engagement in study through various self-learning tools such as games, and online and electronic learning resources.

4.1.4.3 Project Learning

- 4.1.4.3.1 Project-based learning is a dynamic classroom approach in which students actively explore real-world problems and acquire a deeper knowledge of various subjects.
- 4.1.4.3.2 Our school had Project Learning Days on 24th January, 2019 and 25th January, 2019 last year. Students performed with a high level of concentration and displayed interest and enthusiasm in learning.
- 4.1.4.3.3 P.1-P.6 students had a Science and a Social Science Exploration Day. The themes of each level were as follows:

Science Exploration	P.1	Exploring different properties of materials
	P.3	Sliding a Wooden Stick
	P.5	Procurement Management
Social Science Exploration	P.2	Understanding people around us with different jobs
	P.4	Understanding Tai Hang
	P.6	My Future Career

- 4.1.4.3.4 Teachers used ongoing formative assessments to give meaningful feedback to students. The Project Learning results accounted for 10% of the second term General Studies assessment.

4.1.4.4 STEM

4.1.4.4.1

STEM refers collectively to the academic disciplines of Science, Technology, Engineering and Mathematics. Our school promotes STEM education to equip our students with the capability to meet the changes and challenges in society and around the world.

4.1.4.4.2

Our school had STEM Days on 4th July, 2019 and 5th July, 2019 last year. The themes of each level were as follows:

P.1	The wonders of sound
P.2	Surprises with air
P.3	Heating and freezing
P.4	The secrets of mirrors
P.5	Batteries and electricity
P.6	The marvels of light

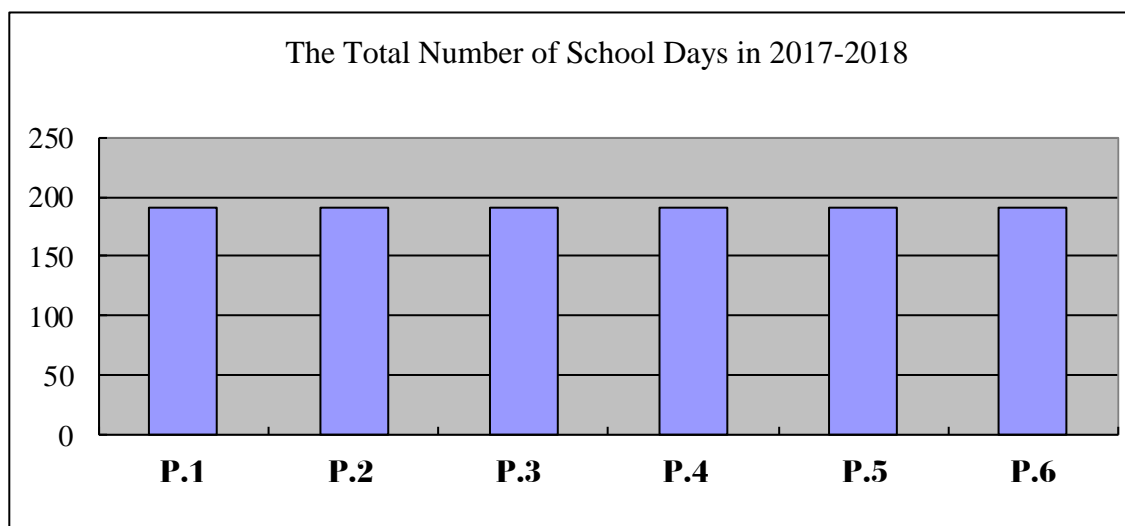
4.1.4.4.3

Through conducting experiments, STEM Day aims to enhance students' interests in Science, nurture their creativity, logical thinking, collaboration and problem solving skills.

4.1.4.5 Moral & Civil Education

Moral and civil education was taught through class teacher sessions, afternoon assemblies, and other school activities. These topics were self-discipline, clean and tidy, caring, respect, responsibility, hardworking, environmental protection, and persistence.

4.2 Lesson Time for Key Learning Areas



4.3 Teaching Hours for Different Subject Areas

P.1-P.2

Subject	Chinese	English	Maths	Integrated Activities	Art	Music	Physical Education	I.T.	Personal Growth Program
Percentage	25	21	24%	12%	3%	3%	6%	3%	3%

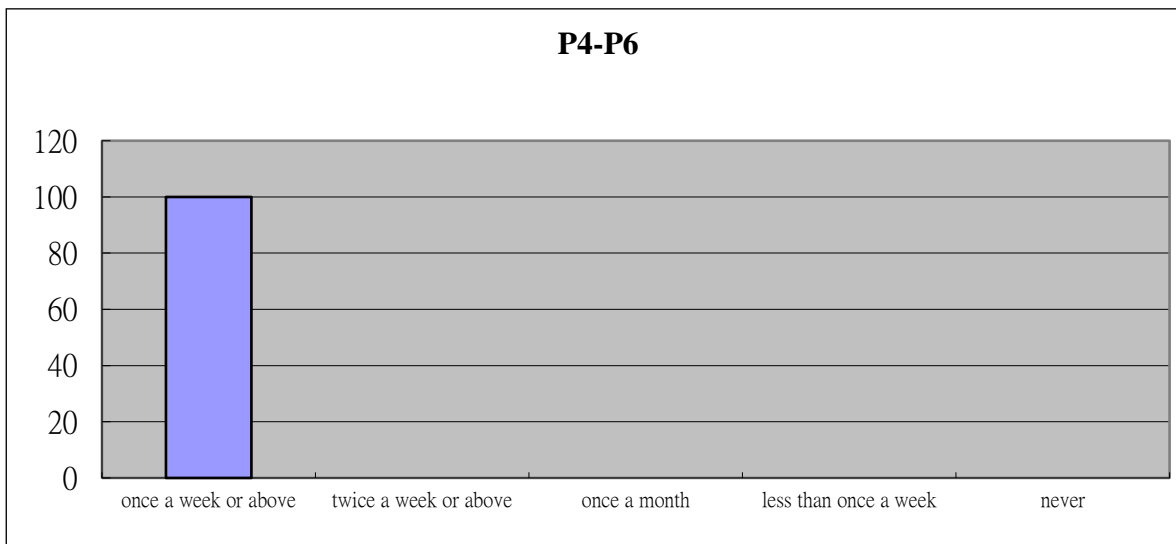
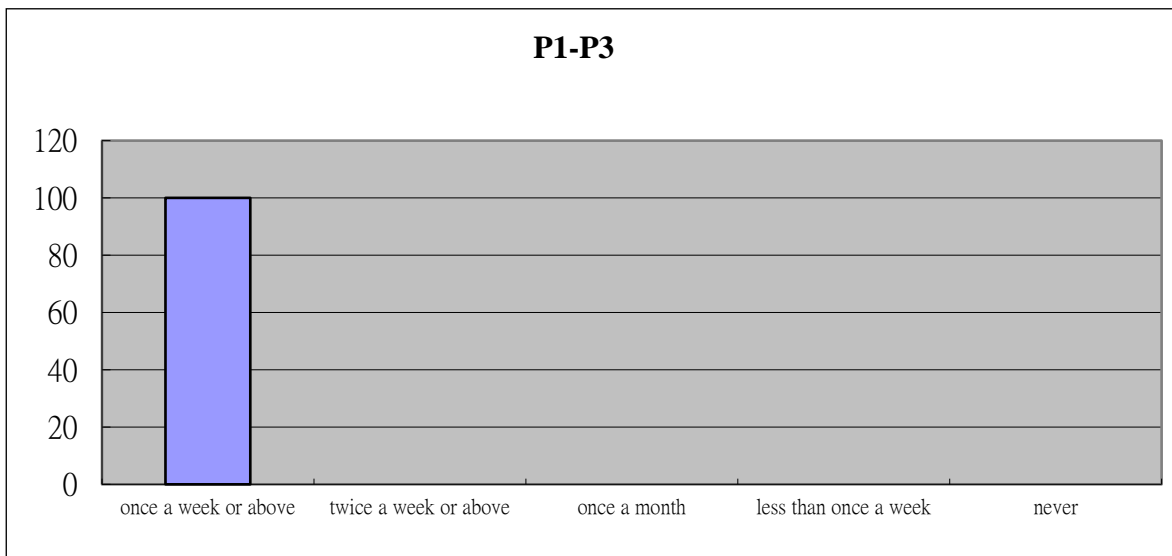
P.3

Subject	Chinese	English	Thinking Skills	Maths	General Studies	Art	Music	Physical Education	I.T.	Personal Growth Program
Percentage	28%	18%	3%	24%	12%	3%	3%	3%	3%	3%

P.4-P.6

Subject	Chinese	English	Thinking Skills	Maths	General Studies	Art	Music	Physical Education	I.T.	Personal Growth Program
Percentage	26%	18%	3%	23%	12%	6%	3%	3%	3%	3%

4.4 Reading Habit: Students visit the library once a week on average.



5 Support for Student Development

5.1 Student Support

Three meetings were held this year in order to assess students' progress and the efficiency of the support. In addition, members of the support team participated in different meetings, including the Individualised Education Programme (IEP) for thirteen SEN students. The number of students and their special educational needs are shown in the table below:

Grade Level	P1	P2	P4	P5	P6	Total
No. of Students	2	2	3	2	1	13
SEN Category	ASD*	ASD*	ASD*	ASD*	ASD*	
No. of Students		1			1	
SEN Category		ID*			ADHD*	
No. of Students					1	
SEN Category					MI*	

Specific Learning Difficulties (SpLD)

Intellectual Disability (ID)

Autism Spectrum Disorders (ASD)

Mental Illness (MI)

Attention Deficit/Hyperactivity Disorder (AD/HD)

Speech and Language Impairment (SLI)

Hearing Impairment (HI)

**An IEP was completed to follow-up students' special needs.*

Policies, Resources and Measures Adopted in Implementing the Whole School Approach to Integrated Education

Policies	<ul style="list-style-type: none"> ● Through a Whole School Approach, our school is committed to developing an inclusive culture to support SEN students. Resources are deployed to provide appropriate and diversified support to these students in order to enhance their learning and adjustment to school life. ● We value the cooperation between parents and school. Regular communication channels have been established to facilitate parents' participation in constructing support strategies for SEN students.
Resources	<p>To facilitate our school's support to SEN students and academic low achievers (ALAs), the following resources have been provided by the Education Bureau:</p> <ul style="list-style-type: none"> ● Capacity Enhancement Grant; ● Intensive Remedial Teaching Programme; ● The Whole School Approach to Integrated Education; and ● Enhanced Speech Therapy Grant.
Support measures and allocation of resources	<p>Students with SEN and ALAs are provided with the following support measures:</p> <ul style="list-style-type: none"> ● A student support team led by the SEN Co-ordinator has been established. The team members include the Integrated Education (IE) teacher, subject teacher, social worker, school-based educational psychologist (EP), Intensive Remedial class teacher, and a teacher from each subject. ● An I.E. Teacher, an Intensive Remedial Class Teacher, an I.E. Teaching Assistant and all school teachers take care of students' individual needs and diversity based on the Whole School Approach. An additional teaching assistant will be employed to join the team. ● P.1 to P.6 Chinese and Mathematics remedial and intensive remedial classes are provided for students to make improvements in these subjects. ● A Speech therapy service is offered to train and support individuals or small groups with language needs. ● An Occupational therapy service is offered to train and support individuals or

	<p>small groups with motion needs.</p> <ul style="list-style-type: none"> ● The school has access to NGO resources, and has arranged for different social welfare agencies to provide individual homework tutorials in and outside school every day. This is in addition to our regular after-school tutorials for students in need. ● A Chinese Enhancement group and an English Enhancement group has been set up for these students. ● Adjustments are made in the homework and assessments for these students. ● Jockey Club Autism Support Network has been set up for these students. ● Specialist organizations conducted staff development programs and workshops.
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5.1.1 Counseling Service: The following activities were conducted this year to meet students' different needs and development.

Main Theme Activity – Harmonious School	<ul style="list-style-type: none"> ● ‘Buddies Scheme’ – Leadership Training and New Student Support Program ● ‘Harmonious School’ – Booth Game Day ● ‘Racial Harmony’ – Social Integration Talk ● ‘Care Ambassador’ – Leadership Training Program ● ‘Student Mediator’ – Leadership Training Program ● ‘Help Wanted Reward Scheme’ – Personal Reward Scheme
Personal Growth Program	<ul style="list-style-type: none"> ● ‘Yes! I can!’ – Personal Growth and Homework Tutorial Scheme ● Leadership Training Day Camp (School Prefects) ● ‘Volunteer Service for the Elderly’ – Social Integration and Talent Development Activity ● ‘JA More Than Money’ – Money Management and Business Skills Training Activity ● ‘Net’s Be Wise’ – Digital Quotient Development Course and Program ● Educational camp for P.6 graduates ● P.6 Thanks Teacher Activity
Personal Growth/ Remedial Groups	<ul style="list-style-type: none"> ● ‘Smartkids!’ – Emotional Management Group ● ‘Community Youth Club (CYC)’ – Social Skills and Volunteer Training Group ● Understanding Adolescent Project (Primary) ● ‘Flying Dream’ – Social Integration Program ● ‘Expressive Art Group’ – Self Understanding and Emotional Management Group ● ‘Know more about Hong Kong’ – New Arrivals Student Support Group and Parent-Child Activities
Preventive Talks	<ul style="list-style-type: none"> ● Sex Education Talks/ Workshops (P.1-P.6) ● Drug Preventive Workshop (P.1-P.6)
Parent/ Parent-Child Activity	<ul style="list-style-type: none"> ● ‘Growing From a Child to a Teenager’ – Parent Seminar ● ‘Know More About Children Online Indulgent Behavior’ – Parent Seminar ● ‘Together We Can!’ – Parent-Child Activity ● ‘Glutinous Rice Dumpling (Chinese Mochi)’ – Parent Workshop ● ‘Skincare Products Making’ – Parent Workshop
Others	<ul style="list-style-type: none"> ● Mindfulness Curriculum ● Personal Growth Education (PGE) ● P.1 Adaptation Course ● Eye Test and Eyeglasses Prescription Activity ● Questionnaire (Student Mental health, school bullying, smoke and health, etc)

5.2 Integrated Education

Based on the whole-school approach and the needs of students, Individualized Education Plans (IEPs) are drawn up to focus on students' learning and difficulties in social

communication. IEPs have an active and positive effect on the physical and mental development of students, helping them to gain positive attitudes and values. IEPs also focus on identifying students' difficulties in learning and social communication, in order to strengthen their skills in these areas.

6 Students Performance

6.1 Academic performance

Through the implementation of different plans and assessments, students have made improvements in Chinese, English, and Mathematics.

In the last 6 years, our P.4-P.6 students have joined the 'International Competitions and Assessments for School' English Reading, Writing and Mathematics Assessment. We were very pleased and proud of the 30 students who participated. Our students were awarded 7 Distinctions, 12 Credits and 1 Merits in the ICAS English Reading, 4 Distinctions, 5 Credits and 3 Merits in the ICAS Writing Assessment as well as 1 Credit and 1 Merit in the ICAS Mathematics Assessment.

	Organization	Competition	Awards	Participants
1.	UNSW Global	ICAS Reading	Distinction	Leung Tsz Hei Ryan
2.	UNSW Global	ICAS Reading	Distinction	Khan, Zahra
3.	UNSW Global	ICAS Reading	Distinction	Naida Baduge, Savindi Navodya De Silva
4.	UNSW Global	ICAS Reading	Distinction	Rai, Ayusha
5.	UNSW Global	ICAS Reading	Distinction	Rai, Samayra
6.	UNSW Global	ICAS Reading	Distinction	Rai, Roshen Paul Caygas
7.	UNSW Global	ICAS Reading	Distinction	Rai, Roshen Dave Caygas
8.	UNSW Global	ICAS Reading	Credit	Ashmeet Kaur
9.	UNSW Global	ICAS Reading	Credit	Hutabarat, Razy Syah Aqeel
10.	UNSW Global	ICAS Reading	Credit	Kaur, Mukand
11.	UNSW Global	ICAS Reading	Credit	Abustan, Marriane Anne Zoleta
12.	UNSW Global	ICAS Reading	Credit	Chhantyal, Anora
13.	UNSW Global	ICAS Reading	Credit	Siao, Janna Leigh Timbreza
14.	UNSW Global	ICAS Reading	Credit	Beato Harley Cordero
15.	UNSW Global	ICAS Reading	Credit	Bertes, Krystelle Justo
16.	UNSW Global	ICAS Reading	Credit	Bintang Althafunnisa Kurniawan
17.	UNSW Global	ICAS Reading	Credit	Camaya Jamie Isaac
18.	UNSW Global	ICAS Reading	Credit	Obiacoro Danielle Kaye Joyce N.
19.	UNSW Global	ICAS Reading	Credit	Mirandilla, Dainnelle Audrey Alejo
20.	UNSW Global	ICAS Reading	Merit	Pervaiz, Mohammad Azan Basiuang
21.	UNSW Global	ICAS Writing	Distinction	Leung Tsz Hei Ryan
22.	UNSW Global	ICAS Writing	Distinction	Khan, Zahra
23.	UNSW Global	ICAS Writing	Distinction	Naida Baduge, Savindi Navodya De Silva
24.	UNSW Global	ICAS Writing	Distinction	Mirandilla, Dainnelle Audrey Alejo
25.	UNSW Global	ICAS Writing	Credit	Ashmeet Kaur
26.	UNSW Global	ICAS Writing	Credit	Rai, Ayusha
27.	UNSW Global	ICAS Writing	Credit	Shah, Sofia

	Organization	Competition	Awards	Participants
28.	UNSW Global	ICAS Writing	Credit	Rai, Roshen Paul Caygas
29.	UNSW Global	ICAS Writing	Credit	Rai, Roshen Dave Caygas
30.	UNSW Global	ICAS Writing	Merit	Chhantyal, Anora
31.	UNSW Global	ICAS Writing	Merit	Bertes, Krystelle Justo
32.	UNSW Global	ICAS Writing	Merit	Khan, Mahida
33.	UNSW Global	ICAS Mathematics	Merit	Mirandilla, Dainnelle Audrey Alejo
34.	UNSW Global	ICAS Mathematics	Credit	Naida Baduge, Savindi Navodya De Silva

6.2 Non-academic Performance

6.2.1 Non-academic prizes

	Organisations	Competitions	Awards	Prize Winners
1.	Man Kwan Educational Organisation	18th Hong Kong InterPrimary School English Folk Song Group Singing Contest (Preliminary)	Group 1st runner up	Jywelle
				Gabriella
				Arianna
				Chan, Ngai Man
				Hailey
				Rihanna
				Andrea
				Shakirah
				Savindi
				Sarah
				Samayra
				Chan, Ngai Tan
				Audrey Alejo
2.	Buddhist Wong Fung Ling College	3rd Fung Ling Cup Volleyball Competition	2nd runner up	Joyce
				Amber
				Krystelle
				Ernlyn Mae
				Heena
				Sharyna
				Samayra
				Brithney
				Khloe
				Sarah
Ashmeet-Kaur				
3.	Man Kwan Educational Organisation	18th Hong Kong InterPrimary School English Folk Song Group Singing Contest (Final)	Merit	Jywelle
				Gabriella
				Arianna
				Chan, Ngai Man
				Hailey
				Rihanna
				Andrea
				Shakirah
				Savindi

Organisations		Competitions	Awards	Prize Winners
				Sarah
				Samayra
				Chan, Ngai Tan
				Audrey Alejo
				Joyce
				Wong Man Chi
4.	The Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Speech Festival	Merit	Angela
			Merit	Ashmeet-Kaur
			Credit	Ruqayah
			Credit	Wong Man Chi
			Credit	Liu Chun Yi
			Merit	Wang Tao Yu
5.	Hong Kong Schools Sports Federation	Hong Kong Island East Area Inter-Primary Schools Boys Group	2nd runner up	Suman
				Ukasha
				Cahlvin
				Zhou David
				Ubaid
				Abu Bakar
				Razy
				Abante
				Julius
				Yousaf
				Mirosh
6.	Hong Kong Schools Sports Federation	Hong Kong Island East Area Inter-Primary Schools Girls Group	3rd runner up	Krystelle
				Amber
				Joyce
				Heena
				Ashmeet-Kaur
				Sarah
				Sharyna
				Samayra
				Brithney
				Khloe
				Seerat
Angela				
7.	Queen's College	"Junior Inventor" Gifted Creativity Project Exhibition	Bronze Award	Wong Bo Jun
				Jasmine
				Azan
				Liu Yan Nan Fei
				Irsyad
				Ding Daniel
8.	The Hong Kong Schools Music and Speech Association	71st Hong Kong Schools Music Festival - Graded Piano Solo (Grade Three)	1st runner up	Wong Man Chi
9.	Community Youth Club	Annual Theme for CYC Activity	Merit	Rubi
				Lam Gordon
				Aashir
				Wang Tao Yu

Organisations		Competitions	Awards	Prize Winners
				Bishavreet
				Harshina
				Laibah
				Ishan
				Audrey Alejo
				Chu Tsz Hang
				Kayth
				Mia
				Tiffany
				Jenina
10.	Hong Kong Taekwondo Jung Do Kwan	Taekwondo Poomsae Competition 2019 for Primary Schools	2nd Runner up	Manseerat
			3rd Runner up	Pasan
			3rd Runner up	Brooklyn
			Merit	Khloe
			Merit	Samayra
			Merit	Salome
			Merit	Ashmeet-Kaur
			Merit	Bethany
11.	The Hong Kong Schools Music and Speech Association	70th Hong Kong Schools Speech Festival	Merit	Angela A.
12.	Office for Film, Newspaper and Article Administration	Four-frame comic competition	Merit	Jenina
				Tiffany Li
				Tiffany
13.	St. James Settlement	Coloring Contest	2nd Runner up	Asmeet
			3rd Runner up	Seerat-Sandhu

6.2.2 School's Extra-curricular Activities

6.2.2.1 Multi-intelligence Learning Period

Group	Table Tennis	Chinese Speech	Smart Kids	Joyful Singing	Hand Chimes	Creative Arts
No. of Students	24	7	16	19	16	19

Group	Handmade Accessories	CYC	Chinese Phonics	Big Games	Chinese Group	MC Class
No. of Students	16	14	18	16	11	13

Group	Development of Executive Skills	Cub Scout	English Debate Team	S.T.E.M	Board Games
No. of Students	8	30	25	22	26

6.2.2.2 Extra-curricular Activities

Group	Violin	A Capella	Guitar	Jazz Dance	Taekwondo
No. of People	19	15	10	26	78

Group	Junior Scientist	Cricket	Athletics	Roller Skating	Volleyball	Creative Dawing	English Drama
No. of People	21	19	8	11	35	15	16

6.2.3 School's Subjects Activities

Activities		Subjects	Form levels
1.	STEM Day	General Studies	P.1-P.6
2.	Secondary School Selection Talk	School Affairs	P.5-6
3.	Together We Can!	Discipline and Guidance	P.1-P.6
4.	Visual Arts Chinese New Year card Design Competition	Visual Arts	P.1-P.6
5.	Four-frame comic workshop	Visual Arts	P.4-6
6.	Interview Skills Workshop	School Affairs	P.6
7.	Computer Day - Internet Safety Tips	Computer	P.1-P.6
8.	Computational Thinking Workshop	General Studies	P.6
9.	Discovery Dome Astronomy Learning Activity	Extra-curricular Activity	P.1-P.6
10.	Lower Form Sports and Games Activities	Physical Education	P.1-P.2
11.	Mathematics iPad Games Activity	Mathematics	P.1-P.6
12.	Social Workers Booth Games	Discipline and Guidance	P.1-P.6
13.	Project Learning Days	General Studies	P.1-P.6
14.	School Picnic	Extra-curricular Activity	P.1-P.6
15.	International Day	School Affairs	P.1-P.6
16.	Alumni Dinner	School Affairs	N/A
17.	Christmas Party	Extra-curricular Activity	P.1-P.6
18.	Speech Day	School Affairs	P.1-P.6
19.	Life Education Activity Programme	General Studies	P.1-P.6
20.	Swimming Lesson	Extra-curricular Activity	P.6
21.	Rumikub Workshop	General Studies	P.4
22.	Book Fair	Curriculum Development	P.1-P.6
23.	P6 Educational Camp	Discipline and Guidance	P.6
24.	Author Sharing Activity	Curriculum Development	P.4
25.	Chinese Shadow Play	Chinese	P.1-P.6
26.	English Day Drama	English	P.4-P.6
27.	Mathematics Activity Day	Mathematics	P.1-P.6
28.	Jockey Club Autism Support Network	Discipline and Guidance	P.1-P.6
29.	Mindfulness workshop	Discipline and Guidance	P.1, P.5, P.6
30.	General Studies Science Show Performance	General Studies	P.1-P.6
31.	"What's it Like Being a Scientist?" School Tour Show	Extra-curricular Activity	P.2-P.6

6.2.4 Out-of-school Activities

Activities		Subjects	Form levels
1.	Prefect Training Program	Discipline and Guidance	P.4-P.6
2.	P.6 UAP Day Camp	Discipline and Guidance	P.6

Activities		Subjects	Form levels
3.	Support Programme for Newly Arrived Students: 'Knowing More About Our Society' Activity	Discipline and Guidance	P.1-P.6
4.	P.4 UAP Day Camp	Discipline and Guidance	P.4
5.	P.4 UAP Parent Workshop	Discipline and Guidance	P.4
6.	P.4 UAP Overnight Camp	Discipline and Guidance	P.4
7.	P.5 UAP Day Camp	Discipline and Guidance	P.5
8.	School Care Subsidy Scheme – Music Concert	Music	P.2 - P.6
9.	Visit Legislative Council	Extra-Curricular Activities	P.6
10.	Visit Police Station	Extra-Curricular Activities	P.2
11.	Visit Central Mailing Centre	Extra-Curricular Activities	P.3
12.	Visit History Museum	Extra-Curricular Activities	P.4
13.	Visit Hong Kong Heritage Museum	Extra-Curricular Activities	P.2
14.	Visit Road Safety Centre	Extra-Curricular Activities	P.1
15.	Visit Hong Kong Student Art Exhibition	Visual Art	P.4
16.	Central Art 2019 Chinese Ink Workshop	Visual Art	P.4-6
17.	Visit Science Museum	Extra-Curricular Activities	P.3
18.	Visit The Hong Kong Jockey Club Drug InfoCentre	Extra-Curricular Activities	P.5
19.	Voluntary Service – Visit to Elderly Centre	Discipline and Guidance	P.6
20.	Visit Hong Kong Zoological and Botanical Gardens	Extra-Curricular Activities	P.1
21.	Visit Eslite Bookstore	Extra-Curricular Activities	P.1
22.	Visit Hong Kong Park	Extra-Curricular Activities	P.2
23.	Visit Hong Kong Correctional Services Museum	Extra-Curricular Activities	P.5
24.	FIVB Volleyball Nations League Practice Session - China	Extra-Curricular Activities	P.4-P.6

7 Achievements and Reflection on Major Concerns

7.1 Major Concern 1: Encourage self-learning and enhance learning effectiveness through Information Technology (The third stage)

Target	Achievement	Reflection	Feedback and Follow Up
<p>Teachers are able to make good use of I.T. for teaching and learning.</p>	<ol style="list-style-type: none"> 1. According to a teacher survey, 73% think that the school has given adequate or very good support for eLearning, and 86% have shared teaching materials with colleagues on mobile apps. 2. According to lesson observation records, teachers on average scored 4.2 (out of 5) on using I.T. in the classroom. This shows that our colleagues are able to make good use of I.T. for teaching and learning. 3. Subject teachers are able to make a wise choice of mobile apps, include Classkick, NearPod, Plickers, NumberBasics, Hong Kong Money, Kahoots, mLang interactive Chinese learning, for teaching and learning activities. 4. Subject teachers are using a larger variety of eLearning methods, for example, to encourage teacher-to-student and student-to-student interactions; to enhance peer sharing and evaluation, self-learning and reflection; to collect and evaluate learning evidence for pacing in the classroom. 5. To cater for learner diversity, subject teachers are able to shift the focus onto individual needy students during mobile 	<ol style="list-style-type: none"> 1. 70% of the teachers reflect that they are not familiar enough with eLearning models, such as flipped classroom or self-directed learning, and that 45% wish to learn more about eLearning resources for teaching their subjects. 2. Expected improvement is needed in interactive eLearning classroom. 3. Continuous improvement is needed in using instant performance data to give students solid feedback, and to enhance interactive learning. 	<ol style="list-style-type: none"> 1. The primary focus of the annual plan and lesson plan meetings in the coming school year will be on enhancing classroom interaction through the use of I.T. in teaching and learning. 2. More effective and a larger variety of eLearning resources such as Pages, Keynote, Numbers, and other online platforms are to be considered, to let students develop their thinking and communication skills through drawings, photographs, music and video clips. 3. Workshops will be provided by outside organizations on eLearning experience, particularly about building an interactive classroom for students and teachers, and enhancing peer evaluation and self-directed learning skills. 4. Purchasing and updating mobile learning apps regularly to enable an eLearning interactive classroom, so teachers can observe and monitor learning progress, and distribute learning materials to students' mobile device. 5. School-based eLearning materials will be developed to further promote interactive learning and self-directed learning.

Target	Achievement	Reflection	Feedback and Follow Up
	learning segments in a lesson. 6. Some teachers are able to make good use of foreign teaching materials such as lesson plans and video clips in their classroom.		

7.2 Major Concern 2: Enhance self-directed learning and diversified homework

Target	Achievement	Reflection	Feedback and Follow Up
Diversified homework and enhance self-learning	<ol style="list-style-type: none"> 1. Increased number of diversified homework. Subjects include Mathematics averaging five pieces of diversified homework, and Chinese averaging 5.8 pieces throughout Term 1 and Term 2 among all classes. 2. Enhanced quality of diversified homework <ol style="list-style-type: none"> 2.1 Mathematics subject: scored 3.8 for diversified homework in the teaching assessment, where most subject teachers prepared well-designed homework with the consideration of various learning areas such as arithmetic, measurements, shapes and space, and data processing. Students were required to prepare and conduct experiments, collect and analyze data from their daily lives, design posters and daily schedule. Students were able to apply taught knowledge and creativity. 2.2 Chinese subject: scored 4.5 for excellently designed diversified homework in the teaching assessment. All subject teachers were able to design creative tasks 	Though homework tasks are diverse, a stronger emphasis can be put on self-learning.	<ol style="list-style-type: none"> 1. Subject teachers should put a stronger emphasis on self-learning through I.T. when designing homework. 2. Subject teachers should record and file the diversified homework, trial or newly added, in Term 1 and 2 for reviewing and sharing.

Target	Achievement	Reflection	Feedback and Follow Up
	<p>for self-learning and knowledge application. These included collecting data and pictures, conducting verbal interviews, writing diary entries and charts. Some tasks also featured self-learning which required students to report and share their work in class.</p> <p>3. In addition to panel meetings, subject teachers had set up an archive whereby homework is collected and shared for referencing and provoking ideas and thoughts.</p>		

Major Concern 3: Train students who have potential and develop their multi-intelligence abilities.

Target	Achievement	Reflection	Feedback and Follow Up
<ol style="list-style-type: none"> 1. To coach students excellent in art, sports, or school subjects 2. To enhance learning in the areas of strength of targeted students 	<ol style="list-style-type: none"> 1. Allow potential students to be recognized and receive systematic training, to broaden their horizons and find out more about the subject matter in their areas of strength. 2. Teachers use their professional discretion to formulate a plan with suitable content and progression for individual students so that they can receive adequate support on their particular learning paths. 3. Students who participate in individual training and external competitions can have added confidence. 4. Parents of the targeted students can find out more about their children's talents and through communication maintain good parent-child relationships. 5. Teachers can build a closer rapport with targeted students through recognizing their talents. This can also help to build a harmonious learning environment. 6. Through attending external training, the community also recognizes the talents of our students, especially our non-Chinese students, and such recognition contributes to harmonious community relationships. 	<p>Some professional training or competitions outside of school are chargeable. This may cause financial difficulty for some families, and thus their children may have to pass up the opportunity.</p>	<ol style="list-style-type: none"> 1. Teachers should report if any financial situation arises regarding chargeable outside of school activities and seek help from the school. 2. This plan will be improved and become a standard practice.

8 Plan on the Use of the Promotion of Reading Grant 2018-2019

- Objectives:
1. To enhance students' learning from reading.
 2. To enhance school-based reading environment, reinforce students' motivation in reading, and make sure students enjoy reading and their reading skills are developed.

	Items*	Budget (\$)	Expense (\$)
1	Purchase books		
	1.1 Books		
	1.1.1 P.1 to P.2 English Home Reading series (Reading A-Z)	\$3,500	\$3,500
	1.1.2 Chinese history and cultures	\$2,000	\$1,500
	1.1.3 Chinese language	\$2,000	\$1,500
	1.1.4 STEM	\$2,000	\$1,500
	1.1.5 Other subjects	\$1,500	\$1,000
2	Online reading plan		
	P.3 to P.4 English Raz-kids Online Reading	\$3,500	\$3,500
3	Reading activity		
	3.1 Recruit a writer to provide lectures to promote reading	\$1,000	\$1,000
	3.2 Hold different reading activities to enhance reading skills	\$1,500	\$3,500
	3.3 Pay for an English language newspaper	\$3,000	\$3,000
4	Others		
	4.1 Broadcast Chinese ETV: to promote reading during lunch time on Chinese Days	\$0	\$0
	4.2 Rainbow Scheme: to raise the frequency of reading	\$0	\$0
	4.3 Morning Reading Scheme: to raise the frequency of reading at home	\$0	\$0
	4.4 Shopping for Books Scheme: to raise the frequency of reading in the library	\$0	\$0
	4.5 Book Fair: to raise interest in self-reading	\$0	\$0
	Total Amount	\$20,000	\$20,000
	Grant balance	\$0	\$0

9 School-based After-school Learning and Support Programmes

9.1 Number of Students Benefited: 70

- A. Comprehensive Social Security Assistance: 15
- B. Full Financial Assistance for Primary Students: 29
- C. Low Income Family Recommended by school: 26

9.2 Details of Activities

Activity	No. of Eligible Students			Average Attendance	Period	Actual Expense	Method of Evaluation	Result
	A	B	C					
1. After School Homework Tutorial	6	19	8	100%	September-May	\$158,220	The Statistics showing students finishing homework	Most students can complete their homework every day
2. Arts	9	3	1	100%		\$11,400	Questionnaire	85% of students were satisfied and agreed that they learned a lot from the activities
3. Sports	17	15	1	100%		\$18,900	Questionnaire	
Total No. of Activities: 6								
No. of Students	22	44	17		Total Expense	<u>\$188,520</u>		
Total No. of Students	84							

10 Other Plans

Programme	Results		
	Achieved	Partly achieved	Not achieved
1. Teacher Capacity Enhancement Programme 2018-2019	✓		
2. Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students Programme 2018-2019	✓		

11 Financial Report (1/9/2018-31/8/2019)

11.1 Government Funding

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
A01 擴大營辦津貼 EOEBG	\$783,421.92			\$783,421.92
補貼 () 超支 Deficit transferred from ()		\$0.00	\$0.00	\$0.00
A0101 基線津貼 Basic/Baseline/Per Class				\$0.00
A010101 基線津貼撥款 Baseline Grant		\$760,894.82	\$0.00	\$760,894.82
A010102 其他收入 1 Other Income 1		\$11,610.56	\$0.00	\$11,610.56
A010103 文具 Stationery		\$0.00	\$24,860.73	(\$24,860.73)
A010104 印刷 Printing		\$0.00	\$81,937.16	(\$81,937.16)
A010105 水費 Water		\$0.00	\$7,147.50	(\$7,147.50)
A010106 電費 Electricity		\$5,000.00	\$40,841.50	(\$35,841.50)
A010107 電話費 Telephone		\$0.00	\$11,292.00	(\$11,292.00)
A010108 郵費 Postage		\$0.00	\$6,794.80	(\$6,794.80)
A010109 交通費及運輸費 Travel & Transportation		\$0.00	\$13,463.90	(\$13,463.90)
A010110 消耗品 Consumable Stores		\$0.00	\$1,972.00	(\$1,972.00)
A010111 藥物 Medicine		\$0.00	\$2,663.40	(\$2,663.40)
A010112 清潔 Cleaning		\$0.00	\$40,230.50	(\$40,230.50)
A010113 維修及保養 Repairs & Maintenance		\$0.00	\$383,162.16	(\$383,162.16)

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
A010114 傢具及器材 Furniture and Equipment		\$0.00	\$98,812.61	(\$98,812.61)
A010115 中文 Chinese		\$0.00	\$12,142.00	(\$12,142.00)
A010116 英文 English		\$0.00	\$10,227.90	(\$10,227.90)
A010117 數學 Mathematics		\$0.00	\$3,893.90	(\$3,893.90)
A010118 常識 General Studies		\$0.00	\$7,635.76	(\$7,635.76)
A010119 音樂 Music		\$0.00	\$7,231.46	(\$7,231.46)
A010120 體育 P.E.		\$0.00	\$7,102.14	(\$7,102.14)
A010121 普通話 Putonghua		\$0.00	\$0.00	\$0.00
A010122 電腦 Computer		\$0.00	\$200.00	(\$200.00)
A010124 專題研習 Project Learning		\$0.00	\$420.20	(\$420.20)
A010125 校務 School Affairs		\$0.00	\$16,694.92	(\$16,694.92)
A010126 學務 Student Affairs		\$0.00	\$958.00	(\$958.00)
A010127 課程與教務 Curriculum & Teaching Affairs		\$0.00	\$0.00	\$0.00
A010128 訓輔 Discipline & Counseling		\$0.00	\$62.00	(\$62.00)
A010129 活動 Extra-curricular Activities		\$0.00	\$26,049.00	(\$26,049.00)
A010130 其他支出 1 Other Expenditure 1		\$0.00	\$10,740.07	(\$10,740.07)
A010131 供增聘文書助理 Administration Grant for Additional Clerical Assistant		\$0.00	\$211,554.00	(\$211,554.00)
A010132 核數費 Audit Fee			\$17,700.00	(\$17,700.00)
A010133 強制驗窗計劃 MWIS		\$0.00	\$0.00	\$0.00
A010134 強制驗樓計劃 MBIS			\$0.00	\$0.00
A010135 STEM			\$35,922.80	(\$35,922.80)
小計 Sub Total:	\$783,421.92	\$777,505.38	\$1,081,712.41	\$479,214.89
A0102 資訊科技綜合津貼 Composite Information		\$346,675.00	\$303,133.60	\$43,541.40

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
Technology Grant				
A0103	學校發展津貼 Capacity Enhancement Grant	\$394,222.00	\$311,998.71	\$82,223.29
A0104	學生輔導額外津貼 Top Up Student Guidance Service Grant	\$17,820.00	\$6,250.00	\$11,570.00
A0105	新來港兒童 School-based Support Scheme for Schools with Intake of Newly Arrived Children	\$45,036.00	\$23,483.50	\$21,552.50
A0106	融合教育 Whole-school Approach to Integrated Education	\$17,732.00	\$10,785.90	\$6,946.10
A0107	行政津貼 Administration Grant/Revised Administration Grant	\$666,288.00	\$614,400.00	\$51,888.00
A0108	增強言語治療 Enhanced Speech Therapy Grant	\$68,221.00	\$80,250.00	(\$12,029.00)
A0109	成長的天空計劃 Understanding Adolescent Project (Primary) Grant	\$114,927.00	\$111,713.00	\$3,214.00
A0110	空調設備津貼 Air Conditioning Grant	\$224,404.50	\$359,764.50	(\$135,360.00)
小計 Sub Total:		\$0.00	\$1,821,779.21	\$73,546.29
擴大營辦津貼小計 EOEBG Summary:		\$783,421.92	\$2,903,491.62	\$552,761.18
A02 教職員薪金津貼 Salaries Grant				
A0201	教師津貼 Teaching Staff	\$15,512,531.50	\$15,512,531.50	\$0.00
A0202	非教職員津貼 Teaching Supporting Staff	\$795,355.00	\$795,355.00	\$0.00
A0203	日薪代課教師津貼 Supply Staff	\$68,695.00	\$68,695.00	\$0.00
小計 Sub Total:		\$0.00	\$16,376,581.50	\$0.00
A03 不納入<擴大營辦>津貼 Grants Outside EOEBG				
A0301	家教會經常津貼 Committee on Home-School Co-operation Project (Setting/Subsidizing Expenses of PTA)	\$5,474.00	\$5,474.00	\$0.00
A0302	家校合作活動津貼 Committee on Home-School Co-operation Project (Activity)	\$6,700.00	\$6,700.00	\$0.00

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
A0304 NET 行李或醫療津貼及約滿酬金 Grant Account for Fringe benefits under the Enhanced Native-speaking English Teacher Scheme		\$192,345.51	\$192,345.51	\$0.00
A0305 校本課後學習及支援 School-based After-school Learning and Support Programmes		\$106,512.00	\$106,512.00	\$0.00
A0306 地租及差餉 Other Recurrent Grants(for reimbursement of government rent and rates)		\$124,430.00	\$124,430.00	\$0.00
A0307 改善非華語學生中文津貼 Enhanced Additional Funding - Support for NCS Students	\$1,019,045.37	\$1,500,000.00	\$1,327,313.63	\$1,191,731.74
A0308 德育及國民教育支援津貼 Moral and National Education Support Grant	\$385,556.54	\$0.00	\$100,759.10	\$284,797.44
A0309 非華語學童的銜接課程 Bridging Programme for NCS Children		\$0.00	\$0.00	\$0.00
A0310 在校免費午餐 Free Lunch at Schools		\$58,490.00	\$56,511.00	\$1,979.00
A0314 資訊科技額外津貼 Extra Recurrent Grant Under ITE4	\$4.00	\$48,530.00	\$48,528.00	\$6.00
A0316 資訊科技人員支援津貼 Information Technology Staffing Support Grant	\$112,020.00	\$307,200.00	\$197,580.00	\$221,640.00
A0317 發放推動中國歷史及文化一筆過津貼 One-off Grant for Promotion of CH Hist & Culture-aided Pri	\$54,326.00	\$0.00	\$0.00	\$54,326.00
A0318 賽馬會全方位學習基金 The Hong Kong Jockey Club Life-wide Learning Fund		\$37,350.00	\$37,350.00	\$0.00
A0319 學校社工服務津貼 SSWSG		\$609,900.00	\$604,000.00	\$5,900.00
A0320 諮詢服務津貼 Consultation Service Grant		\$123,449.00	\$114,030.00	\$9,419.00
A0321 推廣閱讀津貼 Promotion of Reading Grant		\$20,000.00	\$19,990.47	\$9.53
A0322 學習支援津貼 Learning Support Grant		\$28,644.00	\$27,900.00	\$744.00
小計 Sub Total:	\$1,570,951.91	\$3,169,024.51	\$2,969,423.71	\$1,770,552.71
A04 整合代課教師津貼 Teacher Relief Grant	\$107,920.03	\$89,544.00	\$276.00	\$151,524.78

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
A0401 兼職會計 Part-time Accountant		\$0.00	\$29,426.25	
A0402 代課教師 Substitute Teacher		\$0.00	\$16,237.00	
A0403 教學助理 Teacher Assistant		\$0.00	\$0.00	
A05 非教職員強／公積金津貼 Employer's contributions to PF / MPF of Teaching Supporting Staff & Janitor				
A0501 非教職員強／公僱主供款 Employer's contributions to PF / MPF of Teaching Supporting Staff		\$57,866.75	\$57,866.75	\$0.00
A0502 工友強／公僱主供款 Employer's contributions to PF / MPF of Janitor		\$38,400.00	\$38,400.00	\$0.00
A06 教師特殊教育需要培訓津貼 Teacher Training Grant - Special Education Needs		\$21,233.00	\$21,233.00	\$0.00
小計 Sub Total:	\$107,920.03	\$207,043.75	\$163,439.00	\$151,524.78
總計 Total:	\$2,462,293.86	\$22,425,480.64	\$22,412,935.83	\$2,474,838.67

11.2 School Funding

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
B01 非標準項目 Non-Standard Fee	\$56,214.94			\$56,214.94
B0101 非標準項目收費 Non-Standard Fee Income		\$92,225.00	\$155.00	\$92,070.00
B0103 器材添置或替換 Purchase or Replacement of Facilities		\$0.00	\$119,070.00	(\$119,070.00)
B0105 保險 Insurance		\$0.00	\$5,542.73	(\$5,542.73)
B0106 影印費 Printing		\$0.00	\$0.00	\$0.00
小計 Sub-Total:	\$56,214.94	\$92,225.00	\$124,767.73	\$23,672.21
學校賬結餘 17/18 School Fund17/18	\$361,302.42			\$361,302.42
B02 學生活動 Student Activities				\$0.00

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
B0201 爵士舞 Dance		\$35,700.00	\$21,150.00	\$14,550.00
B0202 跆拳道 Taekwondo		\$56,700.00	\$54,640.00	\$2,060.00
B0203 木球 Cricket		\$11,200.00	\$8,150.00	\$3,050.00
B0205 田徑 Field and Track		\$3,800.00	\$7,648.00	(\$3,848.00)
B0206 小提琴 Violin		\$26,050.00	\$22,550.00	\$3,500.00
B0207 排球 Volleyball		\$24,560.00	\$22,249.00	\$2,311.00
B0208 結他 Guitar		\$17,000.00	\$11,500.00	\$5,500.00
B0209 合唱團 Choir		\$2,326.00	\$0.00	\$2,326.00
B0210 滾軸溜冰 Roller Skating		\$28,450.00	\$12,035.80	\$16,414.20
B0212 無伴奏合唱 Acappella		\$6,900.00	\$30,381.19	(\$23,481.19)
B0213 小小科學家 Junior Scientist		\$8,600.00	\$4,177.93	\$4,422.07
B0214 創意藝術 Creative Arts		\$18,000.00	\$11,661.50	\$6,338.50
B0215 英文話劇 English Drama		\$23,100.00	\$25,500.00	(\$2,400.00)
B03 學生牙科保健 School Dental Care Service		\$8,520.00	\$8,520.00	\$0.00
B04 綠化計劃 Green School Environment		\$2,000.00	\$2,017.00	(\$17.00)
B05 銷售 Sales				
期初存貨 Opening Stock			\$6,778.70	(\$6,778.70)
B0501 簿費及手冊費 Profit on Sales of Exercise Books etc		\$41,611.00	\$46,876.70	(\$5,265.70)
B0502 中文校本課程 School-based Chinese Curriculum		\$72,495.50	\$61,757.80	\$10,737.70
B0503 英文校本課程 School-based English Curriculum		\$10,944.00	\$10,694.80	\$249.20
B0504 數學校本課程 School-based Mathematics Curriculum		\$1,161.00	\$1,005.60	\$155.40
期末存貨 Closing Stock			(\$8,064.80)	\$8,064.80
B07 其他收入 2 Other Income 2		\$8,897.70	\$0.00	\$8,897.70

	承上結餘 Balance brought forward	實際收入 Actual Income	實際支出 Actual Expense	實際結餘 Actual Balance
B08 其他支出 2 Other Expense 2		\$0.00	\$0.00	\$0.00
B09 視藝 Visual Arts		\$52,911.00	\$49,208.32	\$3,702.68
B11 圖書証 School Library Card		\$2,880.00	\$2,800.00	\$80.00
B12 代購雨衣 Raincoat		\$44.50	\$306.00	(\$261.50)
B13 旅行營費 Picnic Camp Fee		\$12,144.00	\$16,500.00	(\$4,356.00)
B14 旅行車費 Picnic Transportation Fee		\$11,874.00	\$22,500.00	(\$10,626.00)
B15 代收支款項 Student General Disbursements		\$27,448.50	\$27,448.50	\$0.00
B16 租借校舍收入 School Premises Rental Income		\$16,253.70	\$0.00	\$16,253.70
B17 KSMT		\$0.00	\$0.00	\$0.00
B20 小六畢業營 P.6 Camp		\$8,000.00	\$7,600.00	\$400.00
小計 Sub-Total:	\$361,302.42	\$539,570.90	\$487,592.04	\$413,281.28
總計 Total:	\$417,517.36	\$631,795.90	\$612,359.77	\$436,953.49

12 Feedback and Follow-up

Upon reviewing all plans and reports such as the “Three Year Development Plan”, the “Annual Development Plan”, and “Subject/Working Group Self-evaluation reports”, and also analyzing the current situation, opportunities and obstacles, students’ needs, etc., the school has outlined the following major concerns for the coming school year:

- 12.1 enhance classroom interaction and learning through the use of I.T.
- 12.2 promote self-directed learning, increase learning motivation, and develop self-learning skills (initial phase)