

**Pentecostal Lam
Hon Kwong School
School Report**

2024/25

(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 2024-25, the school has a total of 653 students in 24 classes. The class structure is as follows: (dated 2 Sept. 2024)

Level	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	129	121	114	93	97	99	653

(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. Engaging students in a spiritual atmosphere
<p>(1) Assemblies with religious messages, prayers and hymn singing were held to tell students about the love and encouragement of God. Teachers from our school, pastors from the Pentecostal Church of Hong Kong Chuk Yuen Church and the Hong Kong Swatow Christian Church were invited to encourage students to build their Christian faith and pursue their dreams.</p> <p>(2) In order to support the promotion of hymn singing education, hymn singing sessions have been arranged in various assemblies. Additionally, hymns have been played every morning in the covered playground to provide peace of mind for students. Furthermore, a Hymn Singing Contest was newly organized this year. The students actively participated in the competition, and both the preliminary and final rounds were successfully held. Whether as participants or as audience members, everyone enjoyed this event.</p> <p>(3) Special thanksgiving events such as “Christmas Service” and “Easter Service” were organized to bring joyful and harmonious moments to students as a relief from their stressful lives. An attitude of gratitude was also cultivated among our students through organizing these thanksgiving services.</p>
2. Guiding students to live by Christian values within a gospel-rich environment
<p>(1) The S1 Gospel Camp was organized in September to help S1 students adapt to secondary school life and build friendships with their classmates. According to the students’ survey, 94.4% of S1 students enjoyed the camp and agreed that it provided them with a better understanding of their classmates. They also found that the camp deepened their understanding of the Christian faith. A total of 33 students made the decision to believe in Christ, and 4 students returned to their faith. The proportion of Christian students in S1 is 47.29%.</p> <p>(2) The theme of the Student Christian Fellowship for this year is "With Faith, We Dream; With God, All Things Are Possible!" We are grateful that the Student Christian Fellowship could be held every Friday after school, with an average attendance of 110 people. The activities included hymn worship, Bible study, sharing, and praying together. We are thankful that the students continue to persist and look forward to attending the weekly fellowship meetings, supporting each other, and growing together. Students have not only become more connected with each other but also built healthier relationships with their teachers.</p>

(3) The Gospel Week began with a junior form assembly titled "Live Music Box". Teachers were invited to share their dreams through hymns, captivating the students, who responded with great enthusiasm. Their testimonies of pursuing dreams for God left a deep impression on the students. 93.4% of the students expressed that they enjoyed the entire event and felt deeply encouraged by the teachers. During recess and lunchtime, the Student Christian Fellowship committee prepared a Dream Carnival. Many students enjoyed playing booth games in the covered playground, which was filled with laughter and joy. There were also creative activities at the craft booth where students made keychains. 92.7% of the students expressed that they enjoyed the carnival. 96.2% of the students enjoyed the gospel movie - Team of Miracle: We Will Rock You. 91.4% of the students expressed that the evangelistic meeting deepened their reflection on faith and their understanding of the Christian faith. One of the key events during the Gospel Week was the S6 DSE Fighter. The Principal started the concert with the hymn "Home", setting the tone for the event. S6 teachers showcased their talents through singing and dancing for the students. "Class Teacher Folders" were prepared for S6 students, allowing them to feel the teachers' support and encouragement. The grand finale of the Gospel Week was the Gospel Theatre: "Good News from Old Time Buddy". This performance featured teachers in full costumes and attracted many students to the fellowship gathering. We are grateful that over 200 people attended the fellowship gathering that day. Both teachers and students enjoyed themselves immensely. A total of 75 students made the decision to believe in the Lord and 17 students returned to faith.

3. Nurturing students to be serving leaders

(1) Regular trainings were 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 witnesses for God. For instance, Student Christian Fellowship committee members were trained to lead worship and share their testimonies to their schoolmates. They were trained to be more responsible and sensitive to schoolmates' needs. During the Gospel Week and regular student fellowship meetings, students learned how to plan and organize activities. Through communication and collaboration with different schoolmates, their teamwork skills were also enhanced.

(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. Creating opportunities for students to contribute to a supportive and caring school climate

(1) Students were invited to share how they had experienced God's grace in their lives and to encourage their schoolmates to strengthen their Christian faith. They were responsible for serving as musicians and sharing messages during assemblies to support and uplift their peers.

(2) Students were invited to organize religious education activities for Open Day, giving them the opportunity to apply what they had learned to serve one another within the school community and in our neighborhood. All of them enjoyed serving and demonstrated a stronger sense of belonging to the school.

(3) All the fellowship members prepared encouragement gifts for the S6 students during fellowship time. The gifts included a variety of snacks and scripture cards, aimed at encouraging the S6 students to rely on God despite the pressure of public exams. The process of making these gifts was enjoyable and filled with creativity. Students worked together, with some responsible for packaging and others focusing on writing the cards. This not only enhanced their cooperation and friendship but also allowed everyone to experience the joy of giving to their schoolmates. In the end, these thoughtfully crafted gifts were successfully completed during the fellowship activity, providing warm support to the S6 students.

Reflection

(1) The school theme “With Faith, We Dream” 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 had 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. In this school year, the Shatin Chapel collaborated with the Biblical Knowledge Panel to conduct Biblical Knowledge lessons for S1 students. Through different games and activities, church staff were able to build closer relationships with the S1 students, which effectively helps them grow in their faith.

(3) Students need to re-establish the habit of reading the Bible. “Reward Scheme” could be 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) In short, the targets of Major Concern 1 have mostly been achieved.

Feedback and Follow-up

(1) Students participated less in physical group activities due to the impact of the pandemic. They also had fewer opportunities to cultivate leadership qualities. Student Christian Fellowship committee members are generally more introverted and lacking in self-confidence. They need a bit more encouragement and affirmation of their abilities and efforts. More structured trainings 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) Although prayer meetings have been organized by class teachers, due to the decreasing proportion of Christian students, students are less accustomed to praying and are not very active in participating in the class prayer meetings. Students could be encouraged to take turns in leading the prayer meetings, giving them the opportunity to share and enhance their sense of participation. Each prayer meeting can have a different theme, allowing students to pray for specific issues. The above follow-up work can help students maintain a healthy lifestyle with active participation in school activities.

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

Major Concern 2: To provide care and promote values education

Achievements
<p>1. Creating a Positive Learning Environment with the PERMA Model to Develop Students' Positive Values</p> <p>(1) We have adopted the practices of the PERMA model to cultivate a supportive atmosphere where students feel safe, valued, and motivated to learn. We have implemented values education through various occasions, including morning assemblies, senior and junior form assemblies, and other activities, as well as in-class subject-based activities, to foster strong relationships among peers and teachers and lay the groundwork for meaningful learning experiences.</p> <p>(2) The Counselling Department, Religion Department, Discipline Department, ECA Department, and Studies Department worked closely together to organize activities like S.1 Orientation Day and PERMA Days, in which PERMA elements were emphasized.</p> <p>(3) PERMA Day 1 was held in the first term on 30 October 2024, and two additional PERMA Days, one on 16 May and one on 26 May 2025, were held in the second term. For PERMA Day 2, we invited the Boom Theatre to perform the musical “Our Journal of Springtime” in the afternoon. 87% of student respondents reflected that the musical was their favorite session on PERMA Day 2. We canceled lessons 7-9 on that day to facilitate the musical and all the stress-relieving activities. A special timetable was created to accommodate stress-relieving and fun activities during form time, recess, and lunchtime. To enhance positive emotions, no assessments, homework collection, tutorial classes, or detention classes were scheduled on those days. Almost all student respondents (98.6%) agreed that organizing PERMA Day 2 was helpful for relieving their stress. For PERMA Day 3, 95.6% of respondents were satisfied with the class management activities. Additionally, among all activities, 52.5% voted for the Teacher-Student Basket Match as their favorite session on PERMA Day 3, highlighting good teacher-student bonding and relationships.</p> <p>(4) Integrated education initiatives, such as organizing PATHS Social Experience Day, social skills training groups, and assessment moderation for students with SEN, were implemented. Integrated education has created a more supportive and harmonious school environment, as teachers and students are more aware of the needs of diverse learners.</p>

(5) To cultivate in parents a positive mindset when communicating with their children and addressing their mental health concerns, we invited Mr. Yu Kwok Kin to deliver a talk on the pressures and challenges faced by today's secondary school students. Additionally, we invited Dr. Carol Wong to address how to enhance children's learning potential and emotional management. Furthermore, we invited Dr. Chan Wing Ho from The Society for Truth and Light to deal with the issue on how to coordinate the use of electronic devices with children. Evaluation results indicated that over 90% of parent respondents found these talks beneficial in helping them navigate these issues effectively.

(6) Respect Teachers Day was organized by the ECA Department to enhance the teacher-student relationship.

(7) Lunch meetings between the school's administrative team and student leaders were organized by the Public Relations and Publications Committee to strengthen communication between teachers and students. The school administration followed up on students' opinions.

(8) In addition to the SERP offered by the Studies Department and remedial classes provided by panels of core subjects, the Counselling Department also organized tutorial classes for low achievers and SEN students to offer academic support.

(9) The ECA Department organized inter-house ball games competitions and an athletic meet to enhance connections among house members and foster a stronger sense of belonging to the school.

2. Empowering Students to Build on Their Strengths

(1) To provide a platform for students to showcase their talents and boost their confidence, the SU Singing Contest was organized at the end of October. The contest garnered a positive response from both the contestants and the audience. The event served as a remarkable opportunity for students to demonstrate their exceptional abilities and performance skills.

(2) Numerous ECA leadership training programmes were organized to equip students with essential skills in effective communication, meaningful connections, and collaborative teamwork with their fellow schoolmates.

(3) Many ECA activities and competitions were organized to allow students to develop their interests and skills. Their potential in various areas was fully enhanced.

3. Guiding Students to Embrace Positive Values in Life

(1) According to a student survey conducted in November after the PERMA Day, 79.7% of respondents felt that school activities could provide them with positive emotions and help build positive relationships.

(2) A guest speaker was invited to discuss perseverance and resilience during one of the Senior Form assemblies to guide students in developing a positive mindset. 70% of student respondents indicated that they understood the basic meaning of “PERMA”.

(3) Counselling Prefects were trained to implement 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.

(4) Through various workshops, adventure activities, and day camps, the three-year Leadership Training Scheme and prefect training fostered a lasting team spirit among student leaders.

(5) To promote students' mental well-being, workshops were organized for S6 students to help them cope with stress. Booth games were also held to raise students' awareness of the importance of mental health.

(6) To show appreciation and nurture a positive culture, students with outstanding performance in each class were elected by their classmates and teachers to be the ‘Stars of the Class.’

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 included sex education, stress management, mental health, positive thinking, anti-bullying, cyber deception, combating space oil, being law-abiding, reconciliation, and facing challenges through walking with Jesus.

(2) To enhance teachers' understanding of current trends and the needs of our students, as well as the importance of addressing potential risks associated with suicidal cases among teenagers, a Students' Emotional Crisis Management session was held at PLHKS on 5 February 2025. The survey results revealed that all teacher respondents (100%) agreed that the crisis training session was helpful.

(3) We have implemented NSE education in various subjects, which helps enhance students' positive values towards the nation.

Reflection

(1) The PERMA Days, which addressed Major Concern 2, were successful. In addition to the collaborative efforts of various departments, the school dedicated significant resources and made adjustments to the timetable and staffing to ensure the smooth execution of the events.

(2) With the implementation of the PERMA elements in our school, we should further explore how to extend this model to parents, enabling them to create a more supportive and nurturing family environment for students.

(3) This year, a wide range of student activities were organized. However, it was noted that some student leaders were juggling multiple commitments. It is crucial for them to prioritize their responsibilities and find a balance between their duties and overall well-being.

(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 yet been conducted. Given that these rules have been in place for decades and are vital for maintaining student 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) 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.

(2) To incorporate more elements of positive education, the Discipline Department could work out a schedule so that the school rules, as well as the award and punishment system, can be reviewed thoroughly.

(3) We should continue to consolidate tips (4Rs Mental Health Charter) for reducing stress and ways to maintain a positive outlook during the stressful and busy school life.

(4) We should keep enhancing students' sense of connection with the school and their classmates.

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

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

<p>Achievements</p> <p>1. Developing students' creative thinking skills through learning</p> <p>(1) Students demonstrated strong creative thinking skills, including experimentation, communication, organization, problem-solving and open-mindedness in various interactive educational activities coordinated by departments and subject panels.</p> <p>(2) Students were encouraged to engage in creative writing in both Chinese and English. Their creative work was showcased in the PLHKS Journals and through participation in inter-school writing competitions.</p> <p>(3) Students had numerous opportunities to enhance their creative abilities. All junior form students participated in the S1-S3 Book Promotion Video Competitions, organized by the Library and the Chinese panel. Some students effectively utilized AI technology to produce animations.</p> <p>(4) The English Language Arts Assemblies provided a platform for students to apply creative thinking skills through various genres, including show-and-tell presentations, dramatic monologues, public speaking and inter-class debates. Students also showcase their creativity in the S4 Inter-class Reading Promotion Contest, organized by the English panel.</p> <p>(5) The extended learning activities of Citizenship and Social Development Mainland Study Tour for S5 students incorporated creative elements. For instance, students used mind maps to illustrate the features of the scenic spots. Their learning outcomes were displayed in various creative formats, such as drama and dialogues, both in class and during the assembly.</p> <p>(6) Students immersed themselves in a creative learning environment through our well-established Arts Education curriculum. For instance, they were guided to create scripts for the Inter-house Drama Nite and S5 Art Show. Some talented students were also invited to compose the School Theme Song, which enhanced their problem-solving and communication skills. Students reported a sense of satisfaction from engaging in these activities.</p>
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(7) Students also demonstrated their creative thinking skills in various competitions both inside and outside the classroom. These included Mathematics Olympics (for elite students across all classes) and CES Inter-class Debate Competition (for S3 students). A team of four students advanced to the semi-finals in the Mooting and Mock Trial Competition. Additionally, our STEAM Club team won the Innovation Award at the 2nd City I&T Grand Challenge. These achievements showcase the creative and innovative capabilities of our students.

(8) Students engaged in creative thinking through a junior-form assembly organized by the Department of Studies, focusing on 'open-mindedness'. They learned how to approach problems with an open mind and creativity in both learning and in daily life. S1 and S2 students actively participated in the Academic Award Scheme, which recognized their creativity through various mediums, including written texts and posters.

(9) Students were exposed to creative thinking questions on EMI boards, wise sayings and proverbs displayed in hallways, on the TVs at the entrance and outside the tuck shop, which were prepared by the EMI working group.

2. Developing creative thinking skills through teaching

(1) The school-based DT/STEAM curriculum for S1 and S2 aimed to promote students' creativity, expressive skills and problem-solving abilities in regular lessons. By applying open-mindedness and creativity, students identified pain points faced by those in need. They worked in teams to conduct research, generate designs and express their creative ideas in English, evaluating the cost-effectiveness of their projects. After each examination, a two-day extended DT/STEAM curriculum was organized by the panel, providing further opportunities for students to demonstrate creative thinking.

(2) Cross-subjects collaboration was employed to foster creative thinking. For example, the English Panel collaborated with DT/STEAM and the History Panel, integrating creative thinking elements into their curricula and encouraged students to approach learning from innovative perspectives.

(3) Creative teaching methods in Science Education further supported the development of students' creative thinking. For instance, in 'Disney's World of Physics', S4 Physics students explored how physics principles apply to Disneyland rides, showcasing their problem-solving skills. Senior Chemistry students challenged themselves by designing experiments, such as determining the enthalpy change of neutralization, demonstrating improved creativity and analytical skills by considering multiple factors and troubleshooting challenges.

(4) Furthermore, field trips across subjects – such as Biology, Geography, Economics – were organized. Students worked collaboratively, using various tools to collect and analyze data and applying subject-specific concepts to reinforce their learning. For example, a trip to the Hong Kong Brands and Products Expo enabled Economics students to observe real-world applications of their knowledge by analyzing sellers’ marketing strategies and customer behavior.

3. Developing students’ creative thinking skills by engaging in activities presented during staff development

(1) To deepen teachers’ understanding of targeted creative thinking skills, a series of sharing sessions were conducted. The Teachers Collaboration Day provided a platform for teachers across panels and KLAs to exchange innovative teaching strategies.

(2) A strong culture of collaboration and sharing has been established within the DT/STEAM Panel. Members participated in lesson study sharing by creating or modifying lesson plans and exchanging them with colleagues. Teachers were also encouraged to archive lesson materials that demonstrated students’ creative thinking skills.

(3) The English panel showcased S4 students’ creative thinking abilities during an open classroom on March 4, 2025. Students created a two-minute monologue portraying characters from a picture book with a focus on themes such as filial piety and perseverance.

(4) To further promote student-centered teaching, a new lesson observation form emphasizing active student engagement and creative activities was introduced.

4. Developing students’ creative thinking skills by actively participating in a regularly reviewed curriculum

(1) A whole-school approach was adopted to foster creative thinking skills (CTS). The Department of Studies collected CTS-focused lesson plans from all subjects – both in junior and senior forms – over a three-year cycle. These included activities with increasing levels of challenge and creative problem-solving components, shared via the school intranet.

(2) Elements of CTS were integrated into curriculum design, lesson planning, assignments, assessments and marking rubrics. For example, assessment rubrics emphasizing creative thinking were used in both formative and summative assessments, encouraging students to present their work more innovatively.

(3) Project-based learning provided a platform for students to demonstrate their creative thinking. Students engaged in presenting their ideas and conclusions through various formats, such as texts, mind maps, posters, comics, dialogues, role-play, model-making and cosplay.

Reflection

1. Consolidating the targeted creative thinking skills in learning

(1) This year, department and subject panels organized a wide array of activities aimed at developing students' creative thinking skills. According to teachers' observation and mid-term reports, most students enjoyed these activities and expressed satisfaction, particularly in showcasing their talents across different fields.

(2) Students were introduced to an additional creative thinking skill: open-mindedness, alongside experimentation, communication, organization and problem-solving. However, the Stakeholder Survey revealed that students rated the statement 'I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and online resources' with a score of 3.2 out of 5, ranking sixth in students' views on learning. It is recommended to explicitly teach and demonstrate how to incorporate these strategies in lessons in the upcoming academic year. Strengthening information literacy will also enable students to critically assess online sources.

(3) While the Library and the language panels launched a variety of extensive reading promotion activities to enhance students' creativity, the Stakeholder Survey indicated relatively low scores regarding reading, with mean scores of 2.7, 3.1 and 3.1 out of 5 from teachers, students and parents respectively. Cultivating a stronger reading culture is essential to address this gap.

2. Consolidating the targeted creative thinking skills in teaching

(1) Teaching strategies across all subjects continued to improve this year. Based on principal lesson observation and mid-term evaluation reports, more creative thinking elements were incorporated into lesson designs and extended learning activities. Students' learning motivation and autonomy were enhanced.

(2) However, data from the Stakeholder Survey showed a disparity: teachers rated the statement 'Questions of different levels were asked to inspire students' thinking inside and outside the classroom' with a mean score of 4.1, while students rated it lower at 3.5. To bridge this gap, it may be beneficial to allocate more time in the upcoming academic year to help students develop effective learning strategies. This could better support their development as independent and effective learners.

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

(1) 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 3.9, ranking first in their views on teachers’ professional development. In comparison, the statement ‘The professional development activities for teachers organized by the school cater to the school’s development and students’ needs’ ranked second with a score of 3.7 out of 5. These findings indicate that our Staff Development workshops, Teachers Collaboration and open classrooms were perceived to be helpful in enabling teachers to apply creative thinking skills in their teaching.

(2) To better support school development and student learning, it would be beneficial to offer more targeted workshops on how students can apply creative thinking skills across various subjects. Such initiatives can help students connect skills learned in different contexts and reinforce their application in different learning contexts.

4. Continuous review of the curriculum to develop students’ creative thinking skills

(1) Based on the Stakeholder Survey, teachers provided positive feedback on the effectiveness of performance assessment methods, with a mean score of 3.8 out of 5. The statement ‘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 3.7 out of 5, indicating a solid foundation for continuous enhancement.

(2) Moving forward, regular evaluation and refinement of lesson design and assessments strategies are essential to promote innovation and continuous improvement. Professional development and collaborative planning will further strengthen students’ creative thinking capabilities.

In summary, most targets under Major Concern 3 have been achieved. However, ongoing efforts are necessary to deepen the development of these skills, supporting the growth of effective, innovative learners.

Feedback and Follow-up

(1) To cultivate a stronger reading culture, more creative strategies should be integrated across the curriculum to encourage students to develop consistent reading habits and broaden their horizons.

(2) To enhance biliterate communication, it is crucial to continue offering diverse Language across the Curriculum activities. The upcoming Academic Week will also play a key role in cultivating students' interest in English and EMI subjects.

(3) To enhance students' mastery of generic skills, such as creative thinking and problem-solving, cross-disciplinary initiatives should be further explored. Incorporating creative thinking elements into lesson planning and extended learning activities will help addresses weaknesses in effective learning strategies.

(4) Developing students' information literacy skills is essential. It enables them to identify the need for information; locate, evaluate, extract, organise and present information; create new ideas; cope with the dynamics in our information world; use information ethically as well as refrain from immoral practices such as infringing intellectual property rights.

(3) Our Learning and Teaching

1. Promoting independent learning
2. Promoting generic skills, e.g. creative thinking skills
3. Promoting a positive learning attitude
4. Enhancing students' interest in learning
5. Promoting eLearning and IT tools
6. Promoting STEAM education
7. Enhancing the academic performance of students
8. Exploring different teaching strategies, e.g. Self-directed Learning, Higher Order Thinking, creative teaching strategies, etc.
9. Catering for learner diversity
10. Promoting academically-related activities such as debates, public speaking, Maths, STEAM club, etc.
11. Promoting cross-curricular collaboration
12. Strengthening students' language proficiency with the EMI policy
13. Promoting values education
14. Promoting a positive learning environment, e.g. PERMA Days

Particulars	2024-2025 (Audited)				
	Balance B/F (\$)	Income (\$)	Expenditure (\$)	Refundable to EDB (\$)	Balance C/F (\$)
Government Fund					
(A) EOEBG					
(1) Administration Grant		4,509,708.00	(4,298,237.22)		
(2) Capacity Enhancement Grant		676,944.00	(680,301.99)		
(3) Composite Information Technology Grant		520,386.00	(666,203.87)		
(4) Air-conditioning Grant		617,925.00	(676,611.00)		
(5) School-based Management Top-up Grant		53,385.00	(34,099.70)		
(6) School-based Speech Therapy Administration Recurrent Grant		8,541.00	0.00		
(7) EOEBG Baseline Reference		1,971,448.06	(1,111,125.75)		
		8,358,337.06	(7,466,579.53)		
(8) Other Income		186,326.86			
		8,544,663.92	(7,466,579.53)		
School Specific (A1) - (A6)			(6,355,453.78)		
Non-School Specific (A7)			(1,111,125.75)		
		8,544,663.92	(7,466,579.53)		1,078,084.39
Surplus brought forward from previous period/year	5,618,654.65				5,618,654.65
Prior year(s) adjustment					6,696,739.04
					0.00
					6,696,739.04
(B) Salaries Grant					
(1) Teaching Staff		41,922,302.58	(41,922,302.58)		
(2) Supply Staff		59,400.00	(244,668.90)		
(3) Teaching supporting Staff		1,409,449.67	(1,409,449.67)		
Surplus / (Deficit) for the year		43,391,152.25	(43,576,421.15)		(185,268.90)
Surplus / (Deficit) brought forward from previous period/year					(59,400.00)
Surplus / (Deficit) forward to next year					(244,668.90)
(C) Grant Accounts Outside EOEBG					
(1) Setting / Subsidizing Expense of Parent-Teacher Association	8,745.77	6,044.00	(4,371.00)	0.00	10,418.77
(2) Fridge benefits under the Enhanced NET Scheme	0.00	253,258.38	(253,258.38)	0.00	0.00
(3) Special Home-School Co-operation Grant	0.00	20,000.00	(20,000.00)	0.00	0.00
(4) School-based After-school Learning and Support Programmes	50,000.00	46,800.00	(24,550.00)	25,450.00	46,800.00
(5) Learning Support Grant for Secondary Schools	9,785.68	347,808.00	(338,540.72)	0.00	19,052.96
(6) Diversity Learning Grant (Other Programmes)	76,392.50	84,000.00	(80,125.00)	0.00	80,267.50
(7) Diversity Learning Grant (Applied Learning Courses)	0.00	16,050.00	(16,050.00)	0.00	0.00
(8) Moral and National Education Support Grant	211,548.34	0.00	(11,121.60)	0.00	200,426.74
(9) Information Technology Staffing Support Grant	7,594.41	338,819.00	(346,413.41)	0.00	0.00
(10) Grant for the Sister School Scheme	118,501.54	165,439.00	(119,149.62)	0.00	164,790.92
(11) Promotion of Reading Grant	9,594.70	66,176.00	(52,322.96)	0.00	23,447.74
(12) Life-wide Learning Grant	807,803.43	1,236,410.00	(1,481,262.54)	0.00	562,950.89
(13) School Executive Officer Grant	233,104.08	590,760.00	(748,859.42)	0.00	75,004.66
(14) One-off School-based Speech Therapy Set-up Grant	21,038.00	0.00	0.00	0.00	21,038.00
(15) One-off Grant for CS	223,760.61	0.00	(223,718.77)	41.84	--
(16) One-off Grant for Mental Health at School	24,879.37	0.00	(24,871.90)	7.47	--
(17) One-off Grant for Mental Health of Parents and Students	15,100.00	0.00	(15,100.00)	0.00	--
(18) One-off Grant on Parent Education (Secondary)	200,000.00	0.00	(7,163.00)	0.00	192,837.00
(19) One-off Grant for Promotion of Chinese Culture	298,500.00	0.00	(118,469.62)	0.00	180,030.38
(20) One-off Grant for MVPA60	150,000.00	0.00	(60,561.38)	0.00	89,438.62
(21) One-off Grant for Promotion of Self-directed ENG Learning	0.00	200,000.00	0.00	0.00	200,000.00
(22) One-off Grant for Promotion of Self-directed Putonghua Learning	0.00	200,000.00	0.00	0.00	200,000.00
(23) Government rent and rates	0.00	719,512.00	(700,696.00)	18,816.00	--
Surplus / (Deficit) forward to next year	2,466,348.43	4,291,076.38	(4,646,605.32)	44,315.31	2,066,504.18
(D) Teacher Relief Grant-Annual recurrent	452,474.71	245,655.00	(105,573.00)		596,156.71
Teacher Relief Grant-Optional	191,058.50	4,417,140.00	(4,326,067.11)		282,131.39
Others (TSA Subsidy Received)	3,600.00	3,924.00	(3,924.00)		--
Teacher Relief Grant-Special Education Needs	0.00	20,394.00	(39,026.70)		--
Surplus / (Deficit) forward to next year	647,133.21	4,666,719.00	(4,435,564.11)		878,288.10
(E) Student Activities Support Grant	0.00	74,100.00	(73,661.00)	439.00	--
(F) QEF - E-Learning Funding Programme	0.00	97,300.00	(97,300.00)	0.00	--
(G) School Fund	6,223,123.32				
(1) Tong Fai		94,380.00			94,380.00
(2) Profit on Sale of Exercises Books and Stationery		1,046.15			1,046.15
(3) Profit on Sale of School Uniforms		235.00			235.00
(4) Tuckshop Rental		70,000.00			70,000.00
(5) Donations		2,475.00			2,475.00
(6) Other Income		1,171,978.00			1,171,978.00
(7) Surplus for FIT Scheme		34,680.00			34,680.00
(8) Appropriations (Fixed assets - Building or F&E)			(1,270,860.97)		(1,270,860.97)
(9) Other Expenditure			(690,158.15)		(690,158.15)
Surplus / (Deficit) forward to next year		1,374,794.15	(1,961,019.12)		5,636,898.35