



TWGHs Chen Zao Men College

東華三院陳兆民中學

Annual School Plan

學校周年計劃

2014/2015

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Annual School Plan
2014/2015

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TWGHs Chen Zao Men College

東華三院陳兆民中學

I. Mission Statements of all TWGHs Schools

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment. It is hoped that our young people will be equipped with the necessary skills and knowledge and be given the opportunity to cultivate an independent mind in order that they will become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: 'Diligence, Frugality, Loyalty & Faithfulness' as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

東華三院辦學宗旨

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。

II. Our School Value Statements:

1. Our school can provide an effective and happy learning and working environment.
2. Staff, students and parents can show mutual respect and love for each other, be frank and fair to each other and show active participation.
3. Every student has his/her specific strengths and can learn on his/her own.
4. Every student has a good character and can show civic responsibilities.
5. All staff will enhance continuously their professional standard.

本校的價值信念：

1. 學校能够提供一个高效能及愉快的學習及工作環境。
2. 教職員、學生及家長均抱著互重互愛、坦誠公正及主動參與的態度。
3. 每個學生都具有獨特的專長及自學能力。
4. 每個學生都具有良好的品格並奉行應有的公民責任。
5. 全體教職員均會不斷提升自己的專業水準。

III. School Mission Statements:

TWGHs Chen Zao Men College is an effective school that provides high quality and professional educational services as well as a happy learning environment for the students. We value the good partnership among staff, students and parents, and we emphasise on the individual development of our students. We aim to develop our students into good citizens who are independent and self-enhancing.

本校的宗旨：

東華三院陳兆民中學是一所高效能的學校，為學生提供高質素的專業教育服務及愉快的學習環境。我們重視教職員、學生及家長間的良好夥伴關係，更重視學生的個人發展。我們要培養學生成為獨立自主及積極求進的良好公民。

IV. C.O.R.E. Culture (兆民心)：

We	Care	對人關心，對事關注，推己及人
We are	Open-minded	開明開通，胸襟廣闊，放眼世界
We	Respect each other	尊重自己，尊重他人，易地而處
We	Endeavour	全心全意，盡己所能，悉力以赴

V. Major Concerns (in order of priority)

Major Concern 1:

To foster in students a self-initiated and self-learning attitude by encouraging them to explore proactively subject knowledge in various teaching and learning activities

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Strengthening the learning strategies by building up in students a habit of jotting down key points of learning	• Throughout the year	• Students know the way of jotting down key points in their learning as required by different subjects.	<ul style="list-style-type: none"> • Feedback from teachers • Inspection of students' learning journals 	• All panel chairpersons	• All teachers
2. Encouraging teachers to put emphasis on questioning techniques that provoke higher-order thinking and creativity among students	• Throughout the year	• Teachers design questions demanding higher-order thinking in their lesson studies and include some in their daily teaching	<ul style="list-style-type: none"> • Feedback from teachers • Lesson observation 	• All panel chairpersons	• All teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Teachers employ more interactive strategies like role play, group discussion, students presentation and competitions in class	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students are more willing to take an active part in classroom activities 	<ul style="list-style-type: none"> • Feedback from teachers • Lesson observation 	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • All teachers
4. Students are encouraged to have pre-lesson studies in selected topics of each subject	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Interactions between teachers and students and among students increase in class teaching 	<ul style="list-style-type: none"> • Feedback from teachers • Lesson observation 	<ul style="list-style-type: none"> • All panel chair-persons 	<ul style="list-style-type: none"> • All teachers
5. Each content subject in S1 & S2 has set aside some self-learning topics in the curriculum	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Over 80% students pass the test on these self-learning topics 	<ul style="list-style-type: none"> • Feedback from teachers 	<ul style="list-style-type: none"> • All panel chair-persons 	<ul style="list-style-type: none"> • All teachers
6. Join the University-School Support Programme “Self-directed Learning as a Strategy to Cater for Learner Diversity” of the School-based Support Services (2014-15)	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Teachers understand more on strategies in self-directed learning • More sparks in classroom interactions 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> • Academic Committee 	<ul style="list-style-type: none"> • All teachers

Major Concern 2:

To build up high self-esteem among students

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. The current Moral and Civic Education materials will be refined with materials prepared by a joint committee of Tung Wah Secondary School based on the services of Tung Wah to the people of Hong Kong	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> The materials prepared are found to be inspiring, strengthening the sense of identity and belonging to the school and Tung Wah 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> Head of General Education 	<ul style="list-style-type: none"> General Education Team
2. Teachers share their life experiences focusing on self-esteem during morning assembly	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Students reflect that they understand more about their teachers. 	<ul style="list-style-type: none"> Feedback from teachers and students 	<ul style="list-style-type: none"> Head of General Education 	<ul style="list-style-type: none"> All non-form teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3. Form teachers help students to set up achievable goals and a daily working habit	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • 80% of students in the class have set up achievable goals and establish a daily working habit 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> ▪ All form teachers. 	<ul style="list-style-type: none"> • All form teachers
4. Form teachers design class activities and functions to develop individual specialties	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Class activities and functions are held to unite the class and develop individual specialties 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> ▪ All form teachers 	<ul style="list-style-type: none"> • All form teachers
5. Form-teachers compile and post up a comprehensive time-table for students showing time-slots of their subject teachers available for answering queries afterschool.	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students feel that it is easier to find their teachers 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> ▪ All form teachers 	<ul style="list-style-type: none"> • All form teachers

Major Concern 3:

To enhance English Learning

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Employ a full-time teacher to strengthen the capacity of teachers in implementing the MOI policy	• Throughout the year	• Teachers feel comfortable for the transition to English Medium	• Feedback from teachers concerned	• English Panel Chairman	• Salary for one teacher from TWGHs
2. Strengthen the learning and teaching of content subjects using English as the medium of instruction through collaboration of content subject and English teachers	• Throughout the year	• Students learn English through subject content	• Feedback from teachers and students	• Vice-Principal and LAC Coordinator of English Panel	• Teachers concerned
3. English will be used in Morning Assembly and Hall Assembly	• Throughout the year	• Students have more chances to listen and speak English outside classroom	• Feedback from teachers and students	• Vice-Principals	• All teachers

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
4. Content subject teachers are encouraged to attend course of EDB for teaching using English as Medium of Instruction	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • 80% of teachers concerned have undergone the training 	<ul style="list-style-type: none"> • Record of course attendance 	<ul style="list-style-type: none"> • Vice-principal 	<ul style="list-style-type: none"> • All teachers concerned
5. Lesson Observations among English teachers and content subject teachers in junior secondary	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • 90% of teachers concerned participated 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> • LAC Coordinator of English Panel 	<ul style="list-style-type: none"> • All teachers concerned
6. Initiate English Reading Scheme	<ul style="list-style-type: none"> • Throughout the year 	<ul style="list-style-type: none"> • Students have improvement in their writings 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> • Chairperson of English Panel 	<ul style="list-style-type: none"> • All English teachers

VI. Plan on Use of Capacity Enhancement Grant

Means by which teachers have been consulted : Staff Meeting

No. of operating classes : 24

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>1. <u>Measures to improve the learning of English</u> Employment of one CM English teacher so as to facilitate the deployment of English teachers to assist in remedial teaching in S.1-3, especially after school and during Saturday mornings to help students weak in English. N.B. Upon the retirement of our Chemistry teacher Chan KC, the English teacher needed is put under the staff establishment as a measure to improve the learning of English. The fund is thus shifted to the employment of a Chemistry teacher.</p>	<p>1.9.2014 – 31.8.2015</p>	<ul style="list-style-type: none"> Improvement in students' performance as reflected by English teachers 	<ul style="list-style-type: none"> Questionnaires for staff and students Assessment of students' performance 	<ul style="list-style-type: none"> English Panel Head 	<p>Teacher salary (with MPF) at Point 14 = \$24,382 x 1.05 x 12 = \$307,213.20</p>

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>2. <u>Employment of one Full-time Teacher Assistant</u> Employment of one full-time Teacher Assistant to assist teachers in their non-teaching duties.</p>	1.9.2014 – 31.8.2015	<ul style="list-style-type: none"> • Production of more and better quality teaching materials • Teachers are relieved of some of the workload in non-teaching areas 	<ul style="list-style-type: none"> • Development of teaching materials • Feedback from teachers and students 	<ul style="list-style-type: none"> • Panel Heads of English, Technical, Mathematics and Science Subjects • Ms. Luk S.S. & Panel Heads of Chinese, Humanities, and Cultural Subjects 	T.A. salary (with MPF) at point MOD7 = \$12,785 x 1.05 x 12 = \$161,091.00

Accumulative Surplus brought forward from 2013/2014 School Year	\$ 175,319.92	
2014/15 School Year	Income :	\$ 557,100.00
	Estimated Expenditure :	\$ 468,304.20
	Estimated Surplus:	\$ 88,795.80
		(Reserved for use in 2015/16 School Year)
Estimated Accumulative Surplus by the end of 2014/2015 School Year	\$ 264,115.72	(Reserved for use in 2015/16 School Year)

VII. Use of Senior Secondary Curriculum Support Grant

The Enhanced Senior Secondary Curriculum Support Grant is provided to school over a period of 4 years starting from 2008/09 school year and can be used up to the end of 2012/13 school year. The Senior Secondary Curriculum Support Grant is provided to school annually starting from 2012/13 school year.

Strategies / Tasks	Resources Required
1. Employment of one Full-time English CM Teacher	Teacher salary for one year (with MPF) at point 14 = \$24,383 x 1.05 x 12 = \$307,225.80
2. Employment of one Full-time Teacher Assistant	T.A. salary for one year (with MPF) at point MOD8 = \$13,031 x 1.05 x 12 = \$164,190.60

Accumulative Surplus brought forward from 2013/2014 School Year	\$	445,514.07	
2014/15 School Year	Income :	\$	567,316.80
	Estimated Expenditure :	\$	471,416.40
	Estimated Surplus :	\$	95,900.40 (Reserved for use in 2015/2016 School Year)
Estimated Accumulative Surplus by the end of 2014/2015 School Year	\$	541,414.47	(Reserved for use in 2015/2016 School Year)

VIII. Use of Fractional Post Cash Grant

Our school has been approved by EDB to encash the 0.4 fractional GM post in the teaching establishment of 2012/13 school year and claim the Fractional Post Cash Grant, the use of which depends on the school's own situation and school-based targets. School can retain 3 times the annual provision of the school year in which the grant is provided and any excess will be clawed back.

Strategies / Tasks	Resources Required
1. Employment of a Full-time CM English Teacher	Teacher salary for one year (with MPF) at point 15 = (\$25,602 + \$1,250) x 12 = \$322,224.00

Accumulative Surplus brought forward from 2013/14 School Year	\$ 34,269.10	
2014/15 School Year	Income :	\$ 189,106.00
	Estimated Expenditure :	\$ 322,224.00
	Estimated Deficit :	\$ (133,118.00)
		(Partly Covered by Accumulative Surplus brought forward from 2013/2014 School Year and partly covered by Accumulative Surplus in EOEBG)

IX. Use of Learning Support Grant for Secondary School

The Learning Support Grant for Secondary School is provided to school starting from 2008/09 school year to enhance the support for students with special educational needs.

Strategies / Tasks	Resources Required
3. Employment of a Full-time Teacher Assistant (SEN) for 12 months	T.A. salary for one year (with MPF) at point MOD7 = \$12,785 x 1.05 x 12 = \$161,091.00
4. Procuring outside professional services:	\$129,300.00
(a) Theatre and speech therapy	\$42,000.00
(b) Social Skill Training	\$50,300.00
(c) SEN Voluntary Service	\$ 3,000.00
(d) Student Growth Groups and Parents Workshops	\$ 4,800.00
(e) Adventure-based Activities	\$ 5,200.00
(f) Tier One SEN Education Activities	\$20,000.00
(g) SEN Academic Support Programme	\$ 4,000.00

Accumulative Surplus brought forward from 2013/2014 School Year		\$	27,659.05	
2014/15 School Year	Income :	\$	273,000.00	
	Estimated Expenditure :	\$	290,391.00	
	Estimated Deficit :	\$	(17,391.00)	(Covered by Accumulative Surplus brought forward from 2013/2014 School Year)
Estimated Accumulative Surplus by the end of 2014/15 School Year		\$	10,268.05	(Reserved for use in 2015/16 School Year)

X. Use of Diversity Learning Grant (Applied Learning)

The Diversity Learning Grant is provided to School starting from 2009/10 school year to support students in studying Applied Learning Courses.

For 2012/13 to 2014/15 cohort (4th Cohort):

DLG Category	Resources Required		
Applied Learning Course :			
Exercise Science and Health Fitness	Course Fees for one students :	\$ 8,250.00	(For 2014/15)
Hotel Operations	Course Fees for two students:	\$ 12,500.00	(For 2014/15)
Electronic Product Design in Action	Course Fee for one student	\$ 5,050.00	(For 2014/15)
Aviation Studies	Course Fee for one student	\$ 6,500.00	(For 2014/15)
Western Cuisine	Course Fee for one student	\$ 6,250.00	(For 2014/15))

2013/14 School Year	Income :	\$ 55,050.00
	Estimated Expenditure :	\$ 55,050.00
2014/15 School Year	Income :	\$ 38,550.00
	Estimated Expenditure :	\$ 38,550.00

For 2013/14 to 2015/16 cohort (5th Cohort):

DLG Category	Resources Required	
Applied Learning Course :		
Commercial Comic Art	Course Fees for two students :	\$ 21,000.00 (For 2014/15 and 2015/16)
Taking a Chance on Dance	Course Fees for one student:	\$ 16,000.00 (For 2014/15 and 2015/16)
Food and Beverage Operations	Course Fee for two student	\$ 26,000.00 (For 2014/15 and 2015/16)

2014/15 School Year	Income :	\$ 31,500.00
	Estimated Expenditure :	\$ 31,500.00
2015/16 School Year	Income :	\$ 31,500.00
	Estimated Expenditure :	\$ 31,500.00

Use of Diversity Learning Grant (Other Programme)

2012/13 to 2014/15 (4th) cohort, 2013/14 to 2015/16 (5th) cohort and 2014/15 to 2016/17 (6th) cohort:

DLG Category	Resources Required	
Other Programme: Gifted Education Programme	Employment of an experienced qualified part-time teacher to carry out English Creative Writing Programme for the gifted S5 & S6 students on Saturday	S5: 14 sessions each of 2 hours at hourly rate of \$500.00: \$500 x 2 x 14 = \$14,000.00 S6: 11 sessions each of 2 hours at hourly rate of \$500.00: \$500 x 2 x 11 = \$11,000.00
	Invite Toastmaster to run a course of 8 sessions on public speaking for gifted S4 students and recommend them to join the public speaking contest	Public speaking and participation in contest: \$15,000.00
	Employment of a tutor to carry out Training Programme in Chinese Language on Debates, News Reporter Training Programme and Master of Ceremony Training Programme for gifted S4 & S5 students after-school	Debates: 15 sessions each of 2.5 hour at hourly rate of \$450.00 : \$450 x 2.5 x 15 = \$16,875.00 News Reporter: 15 sessions each of 1.5 hour at hourly rate of \$450.00 : \$450 x 1.5 x 15 = \$10,125.00 Master of Ceremony: 15 sessions each of 1.5 hour at hourly rate of \$450.00: \$450 x 1.5 x 15 = 10,125.00
	Employment of a tutor to carry out training on Mathematics Olympiad for gifted S4 & S5 students after-school	S4: 10 sessions each of 1.5 hours at hourly rate of \$450.00 : \$450 x 1.5 x 10 = \$6,750.00 S5: 10 sessions each of 1.5 hours at hourly rate of \$450.00 : \$450 x 1.5 x 10 = \$6,750.00

DLG Category	Resources Required	
	Employment of a tutor to carry out supplementary programmes on various subjects for those gifted athletes.	S4: 10 sessions each of 2 hours at hourly rate of \$450: $\$450 \times 2 \times 10 = \$9,000.00$ S5: 10 sessions each of 2 hours at hourly rate of \$450: $\$450 \times 2 \times 10 = \$9,000.00$

Accumulative Surplus brought forward from 2013/2014 School Year	\$ 38,783.00	
2013/14 School Year	Income :	\$ 84,000.00
	Estimated Expenditure :	\$ 108, 625.00
	Estimated Deficit :	\$ (24,625.00)
		(Covered by Accumulative Surplus brought forward from 2013-14 School Year)
Estimated Accumulative Surplus by the end of 2014/15 School Year	\$ 14,158.00	(Reserved for use in 2015/16 school year)

XI. Use of School-based After-school Learning and Support Programme

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Musical Instrument Training Classes	<ul style="list-style-type: none"> • Widen the scope of learning experiences outside classroom • Enhance the personal and social development of students 	Oct 2014 to Aug 2015	15 students from S1-S5	Besides the share subsidized by the school, each student has to pay approximately \$1,500 to the tutors. This fee will be borne by the grant. [\$1,500 x 15 = \$22,500.00]	<ul style="list-style-type: none"> • Zheng Tutor: Ng Wing Sum • Brass Band Tutor: Lee Sing Wan • Clarinet Tutor: Lau Chun Lung • Percussion Tutor: Chiu On Tik • Upper Brass Tutor: Yip Chun Kit • Flute Tutor: Chan Pui King

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Sports Games Training Classes	<ul style="list-style-type: none"> • Widen the scope of learning experiences outside classroom • Enhance the personal and social development of students 	Sept 2014 to Aug 2015	45 students from S1-S3	<p>Besides the share of tutoring fees subsidized by the school, each student has to pay \$900 to the tutors. This fee will be borne by the grant.</p> <p>[\$900 x 45 = \$40,500.00]</p>	<ul style="list-style-type: none"> • Volley Ball Tutor: Wong Pui Yi • Basketball (Girls) Tutor: Chung Ming Tat • Basketball (Boys) Tutor: Chung Ming Tat • Athletic Training Tutor: Wong Hang • Handball Tutor: Jia Dong Jin

Name of Activity	Objectives of the activity	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (\$)	Name of partner/service provider (if applicable)
Various Support Programmes for Personal Development	<ul style="list-style-type: none"> • Widen the scope of learning experiences outside classroom • Enhance the personal and social development of students 	Sept 2014 to Aug 2015	300 students from S1 to S6	The fee contributed by students when joining various support programmes for personal and social development will be borne by the grant [\$400 x 300 = \$120,000.00]	

Note:# Grant beneficiaries – referring to target students in receipt of CSSA/SFAA full grant and disadvantaged students identified by the school.

Accumulative Surplus brought forward from 2013/2014 School Year	\$ 101,375.50
2014/15 School Year	
Income :	\$ 134,400.00
Estimated Expenditure :	\$ 183,000.00
Estimated Deficit :	\$ (48,600.00) (Covered by Accumulative Surplus brought forward from 2013/14 School Year)
Estimated Accumulative Surplus by the end of 2014/15 School Year	\$ 52,775.50

XII. Continuing Professional Development Plan of Principal

Major Concerns for this year	Core Area (s) of Leadership Involved *(e.g. I, II, III,...)	Summary of Item and Content
1. Students Learning	II	1. Implement of the strategy on jotting down the key learning points after lessons to strengthen the self-reflection of learning. 2. Continue to strengthen the questioning techniques of our teachers in provoking creativity.
2. Continuous Professional development	I, II, III, IV, V, VI	1. Attend seminars and sharing sessions organized by EDB and other institutions.
3. Serving the educational sector and promoting professional development	III, V, VI	1. Conduct Staff Development Programmes both inside and for other schools 2. Serve as External School Reviewer in carrying out ESR of another school 3. Serve as member of Kwai Chung (West) Area Committee 4. Serve as Assessor of Needs Analysis for Aspired Principals, CUHK

* (I) Strategic direction & policy environment
(IV) Staff & resources management

(II) Learning, teaching & curriculum
(V) Quality assurance & accountability

(III) Teacher professional growth & development
(VI) External communication & connec

XIII School Budget 2014

	Government Subsidy: EOEBG and other Specific Grants/Project grants (A) (\$'000)	Non-Government Subsidy: School Fund (B) (\$'000)	Total (A + B) (\$'000)
Balance Brought Forward (end of school year 2013/14)	4,674	4,868	9,542
Estimated Income and Expenditure			
Grant Income	45,579	-	45,579
Tong Fai	-	136	136
Trading Operation	-	39	39
Tuckshop Rental	-	177	177
Donation, Activities/Project Subsidy	-	118	118
Income from ECA	-	226	226
Approved Collection (Air-con Charges)	-	187	187
Interests, Photocopying and Other income	-	7	7
Estimated Total Income	45,579	890	46,469
Salary and related expenditure	42,294	18	42,312
Water, Electricity and Fuel expenses	553	60	613
Government Rent and Rate	602	-	602
Property, F&E, Repairs, Cleaning, Consumables and Security	798	174	972
IT facilities and related expenses	405	-	405
Library books and Magazine	64	-	64
Teaching, Aids, Training, Printing&Stationary and related expenses	671	123	794
ECA Expenses	650	227	877
Trading Operation Expenses	-	39	39
Audit, Insurance, Travelling, Communication and other Administration expenses	89	41	130
Estimated Total Expenditure	46,126	682	46,808
Estimated Surplus(Deficit) for the school year 2014/15	(547)	208	(339)
Cumulative Surplus/(Deficit)	4,127	5,076	9,203