Tak Oi Secondary School

Annual School Plan
2023-2024

Let Our Light Shine
Matthew 5:16

Content

Tak Oi Secondary School

Annual School Plan

2023-2024

School Vision & Mission

Tak Oi Secondary School is sponsored by the Missionary Sisters of the Immaculate Conception (M.I.C.).   Through a whole school approach, we aim to provide quality Catholic Education to lead our young girls into a life of joy and thanksgiving.

Love and Truth, our school motto, are the guiding principles for developing our girls and the whole school.   Amazed at God's gracious love, we nurture in our girls a heart of appreciating all that is good, true and beautiful.   Acknowledging Jesus as the ultimate Truth, we enlighten our girls to strive for excellence in their pursuit of knowledge and righteousness in life.

We are committed to fostering a caring, respectful and joyful environment with a rich array of learning opportunities for our young girls to develop their unique potentials in all aspects and to become a whole person.

We embrace the call to educate our girls to become responsible, resilient, creative, passionate and collaborative young women who dedicate themselves to self-growth and to contributing to the common good of the universe.

Tak Oi Secondary School
Annual School Plan
2023-2024

Major Concerns:

1. To empower students to become self-reflective learners through strengthening their learning competence

2. To foster students' positive aspiration for whole-person development through deepening PERMA Education

3-Year Development Theme:

Promoting Holistic Wellness for the Common Good of All

Major Concern 1: To empower students to become self-reflective learners through strengthening their learning competence

Targets / Intended Outcomes	Strategies	Tasks
Students are able to learn confidently by building on their strengths and unleashing their potentials.	To enrich students' learning experience through - reviewing school-based curriculum - increasing meaningful learning experience and exposure - enhancing interdisciplinary learning	- Review and revise subject curriculum - Differentiated learning tasks - Extended curriculum - STEM Education - Subject OLEs - Collaborative curriculum mapping/ learning activities
Students are able to learn actively with effective learning skills.	To empower students with effective learning skills necessary for self-reflective learning through - strengthening students' language competencies and thinking skills - enhancing students' learning skills for knowledge management - deepening effective use of information technology in education	- Language across the curriculum - Reading across the curriculum - Thinking skills (e.g. critical thinking, problem solving, creativity, etc.) - Learning skills (e.g. note-taking, note-making, making summary, use of graphical organizers, etc.) - IT in Education/ e-learning/ BYOD
Students are able to learn effectively by evaluating their learning outcomes and making improvement.	To implement assessment for/ as learning through - designing pre- and post-lesson tasks for self-reflective learning - providing personalized quality feedback	- Different assessment approaches (e.g. self, peer, group, oral, written, projects, etc.) OR pre- and post-lesson tasks - Quality assignment and assessment feedback - Use of assessment data analysis
Teachers are equipped with the necessary concepts, knowledge and skills of self-reflective learning.	To enhance learning and teaching effectiveness through - fostering ongoing professional development and collaboration - - cultivating learning and sharing culture among the school community	- Staff development programmes (e.g. workshops, Learning Circles, co-planning, Open Classroom and lesson study, etc.) - Student-centred pedagogies (e.g. questioning, activities for students' engagement, etc.) - Collaboration among teachers/ departments/ teams

Major Concern 2: To foster students' positive aspiration for whole-person development through deepening PERMA Education

Targets	Strategies	Tasks
Students are able to develop meaning and positive emotions in life with confidence and self-awareness	Developing students' self-management skills / collaboration skills / creativity / unleash students' potential **(P, E)** Enhancing students' initiative and self-direction **(E, M)** Enhancing students' perseverance and resilience **(E, M)**	**1. Students** - Embedded values in subject content - Topics for Class Teacher Periods - S1 and S2 Student Growth Lessons - Theme for S4 Class Teacher's Periods & AA - CLP programmes for a better understanding of the senior secondary subjects and the tertiary education - Mental health workshops / mindfulness experiences - Opportunities for students to display their talents / to cultivate their values through activities organised by various committees and teams e.g., Religious & Pastoral Care Team, LWL Committee, ECA Team **2. Teachers** - Enhanced understanding of the role of being a teacher and a class teacher - Induction & mentorship programme for new teachers - Staff development programme on wellness and well-being
Students are encouraged to develop a positive relationship with others	Nurturing students' sense of identity and belonging and the respect and care for others **(P, R, M)**	- Develop positive and meaningful relationship with peers & teachers at different levels through joining different activities e.g., Singing Contest, Sports Day, whole form activities, religious activities, class-based activities, inter-class competition, etc. - S4 Experiential Leadership Program - Volunteer workshops or services and student leadership position to encourage students to serve the school and the society - Interflow and Exchange Immersion programme - Basic Law Education and National Security Education (School level) **Parents** - Parent education e.g., School Based e-Parent Education on the Mobile Phone - Talks & Workshops

Targets	Strategies	Tasks
Students are engaged in a meaningful learning experience for stretching their leadership potential	Building students' leadership capacity and responsibility **(E, R, M)** Enhancing the Culture of Positive Thinking **(P, M, A)**	- Offering school-level posts, class-based posts and other forms of trainings and exposures - Shadowing and experience sharing of various student leadership positions (Prefect, SU, Four Houses) - Role modelling by leaders of student organisations and class leaders - Various platforms for students to voice out their opinions
Students are able to appreciate the accomplishments of themselves and others'	Nurturing in our girls a heart of appreciating all that is good and beautiful. **(P, M, A)** Encouraging our girls to learn from the good deeds and accomplishments of others. **(E, R, A)** Developing in our girls to appreciate their own good deeds and accomplishments **(P, R, A)**	- Accomplishments in both academic & non-academic e.g. sports, music, art, etc. - School award system and different showcases of successful experience - Goal setting and review conducted in CTP

P – Positive Emotion: Feeling positive emotions such as joy, gratitude, interest, hope

E – Engagement: Being fully absorbed in activities that use your skills yet challenge you

R – Relationships: Having positive relationships

M – Meaning: Belonging to and serving something you believe is bigger than yourself

A – Accomplishment: Pursuing success, winning achievement and mastery

1. Major Concern: To empower students to become self-reflective learners through strengthening their learning competence

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. Students are able to learn confidently by building on their strengths and unleashing their potentials.	**To enrich students' learning experience through** ■ **Reviewing school-based curriculum** (1) To align with the educational development spirit and curriculum such as introduction of Citizenship, Economics and Society, Geography and History subjects in S1 and S1-S4 extended curriculum. (2) To provide differentiated learning tasks, e.g., additional supplementary and graded exercises, challenging and bonus questions, and scaffolding tasks, etc. that are tailored to the individual needs and abilities of students to maximize their potential and bridge their learning gaps. (3) To review and revise subject-based curriculum for a better bridging between JS and SS. ■ **Increasing meaningful learning experience and exposure** (1) To provide meaningful subject OLEs and other learning opportunities including field studies or visits to all students. (2) To set up a Talent Pool in which students with stronger interests and abilities in specific area can participate in appropriate internal competitions and training sessions.	1. Developing of curriculum of the subjects introduced in S1 with appropriate and necessary knowledge, skills and attitude. 2. Review of values education in different subjects to reinforce positive values in a whole school approach. 3. Reviewing and revising S1-S4 Extended Curriculum for widening students' learning exposure and showcasing their talent and learning outcomes. 4. Materials update, scaffolding practices, differentiated learning tasks, graded exercises, bonus questions, challenging questions, core and extended tasks, tailor-made / class-based questions and learning materials designed with more specific targets on topics and levels of students to cater for learning diversities. 5. Reviewing and revising S3 school-based curriculum for DSE subjects for better bridging between JS ad SS. 6. Improvement in students' engagement, learning attitude and performance after students are provided learning materials listed in item 4. 7. At least one quality/	1. Evaluation among department members on student learning with the differentiated materials 2. Supervision and monitoring and evaluation of department heads 3. Students' performance in assessments 4. Class observation and school assignment inspection 5. MCP survey 6. Students' OLE records	Whole year	• Teachers of all subject departments • Academic Committee • KLAs and Subject Departments • Curriculum Development Team	• IT Hardware and Software

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	■ **Enhancing interdisciplinary learning** (1) To organize cross-departmental learning activities in the same KLA/ different KLA such as S1 Nature-based Learning, S2 STEM Education and Phenomenon-based Learning and S3 Start-up Business Curriculum in Technology Education KLA, etc. (2) To conduct curriculum mapping for interdisciplinary learning, e.g., seasonal activities co-organized by English, Technology and Living and Science Departments, cross-subject skill-based learning materials designed by Science and Mathematics Departments, School Company Program co-organized by BAFS and Economics Departments and interdisciplinary learning tasks developed by Geography, Chinese Language and Visual Art Departments, etc.	meaningful subject OLE is provided for students in each subject to increase meaningful learning experience. 8. More students develop their potential through participating in different external learning experiences after setting up the Talent Pool. 9. Through various interdisciplinary learning experience and curriculum mapping, students learn better in the related subjects, apply the knowledge and skills acquired to their daily life and showcase their learning outcomes.				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
2. Students are able to learn actively with effective learning skills.	To empower students with effective learning skills necessary for self-reflective learning through ■ **Strengthening students' language competencies and thinking skills** (1) Language across the curriculum – extending the language support to other EMI subjects in S1 and S2 such as Geography and History. (2) a) S1 & S2 – introducing tailor-made or theme-based reading materials and experiences for increasing students' interests and exposure in different subjects. b) S3 – reading Text Sets of contents from different subjects with reading and viewing materials across KLAs, expressing opinions towards the theme and doing research and presentation by students. (3) Generic skills – developing students' creativity, problem-solving skills and critical thinking skills through experiential learning. (4) Language skills – strengthening students' vocabulary, writing and presentation skills by using vocab logs, adopting scaffolding strategies (from word level to sentence level and to paragraph level) and conducting meaningful learning tasks (e.g., verbalization of ideas, peer sharing, role plays and debate, etc.).	1. Language focus and support (vocab lists/ specific technical terms/ sentence structures) are provided in learning materials of Geography and History. 2. Lesson studies practice between Eng and LaC departments (e.g., Mathematics) for professional sharing on strategies that promote verbalization of ideas. 3. At least 1 session of LaC reading activities (S1-S3) is organized per term. 4. Each S1 student reads at least 5 LaC articles and participates in at least 1 research and presentation. 5. At least 70% of the S1 students demonstrate the ability to connect the topics covered in Text Sets to examples and situations in their daily lives. 6. Students are interested in participating in the activities and can demonstrate their acquisition of the targeted language focus or pattern. 7. Students can share their views or reflection after reading the materials through oral/ written output. 8. Students can demonstrate the generic skills through experiments and their learning outcomes or products. 9. Students can generate at least one graphic organizer as a summary of a learning topic each term in some subjects.	1. Feedback from students 2. Teachers' feedback and sharing in meetings 3. Monitoring and supervision and evaluation of department heads 4. Class observation and school assignment inspection	Whole Year	• All members of subject departments • Academic Committee • KLAs and Subject Departments LaC Team • Reading and Library Development Team • IT in Education and WebSAMS Team	• Financial Support • External service providers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	■ **Enhancing students' learning skills for knowledge management** (1) Learning skills including notetaking, note-making, summary making, use of graphical organizers are introduced and integrated in students' learning so as to create, organize, share, reuse and consolidate knowledge and skills acquired in the subject. ■ **Deepening effective use of information technology in education** (1) E-learning tools are continued to enhance lesson preparation, lesson engagement, feedback for learning as well as self-reflective and collaborative learning. (2) Flipped learning is conducted to enhance students self-reflective learning, and students learn and do practice at their own pace. (3) Professional learning circle on IT in Education and BYOD is organized for fostering teachers' professional development. (4) Programmes related to media literacy or information literacy are organised to teachers and students.	10. Collaborative task is implemented to foster self-reflective learning. 11. Integration of learning skills is conducted in the S1 Transition Programme and a learning skill workshop will be held for S1 students in the second term. 12. "Read-think-talk" sessions in S1 & S2 Reading Lessons 13. RaC reading programme in S3 Reading Lessons. 14. Students develop stronger interests and acquire subject knowledge through e-learning tools or platforms. 15. At least one attempt of e-learning is conducted in a subject each term. 16. Professional learning community of BYOD and IT in Education is conducted to share good practices and experiences among teachers to enhance their skills and applications. 17. Students and teachers are cultivated with the attitude and developed stronger awareness towards media and information literacy.				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
3. Students are able to learn effectively by evaluating their learning outcomes and making improvement.	To implement assessment for/as learning through ■ **Designing pre- and post-lesson tasks for self-reflective learning** (1) Pre-lesson tasks such as exercises of checking understanding of prior knowledge and lesson preparation tasks are used to help students understand their strengths and weaknesses in the topics. (2) Post-lesson tasks such as making summary and graphical organizers, error-correction and other self-reflection tasks are used to help students reflect on their acquisition of knowledge and skills in the subjects. (3) Sharing of students' good work in assignment and assessment to promote feedback for learning, peer learning and help them strive for excellence. (4) Use of e-learning platforms for students' self-reflective learning. (5) Using data from HKDSE statistical reports and internal assessment to analyze strengths and weaknesses of students. ■ **Providing/ personalized quality feedback** (1) Oral or written individualized feedback is given to improve students' learning. (2) Constructive and quality feedback is given to students during marking to stimulate their reflection and make betterment on their learning. (3) Appreciate the strengths of students more and give more positive feedback and reinforcement so as to boost their confidence in learning.	1. Pre-lesson tasks, reflection tasks or post-lesson tasks are provided to facilitate students' self-reflection. 2. Clear rubric and marking criteria are designed. 3. Think-pair-share, Exit Tickets and other strategies to consolidate students' learning & facilitate self-reflective learning. 4. Statistical analysis of assignments and assessments for developing students' strengths and managing their weaknesses. 5. Analysis of HKDSE data and internal assessment is conducted in department meetings and lessons and revision assignments/ quizzes/ tests designed for students to understand common weaknesses and make improvement. 6. More constructive oral/ written feedback given in assignments and assessments to help students to evaluate their learning outcomes and make improvements.	1. Feedback from students 2. Performance of students observed and evaluated 3. Sharing and Evaluation among teachers 4. Supervision and evaluation by department heads 5. Class Observation and feedback	Whole year	• All members of subject department • Academic Committee • KLAs and Subject Departments • Assessment and Examination Team	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
		7. At least 60% of students agree that the feedback given by teachers is helpful for their learning. 8. Students are aware of their mistakes and the ways to make improvement through the oral/ written feedback from teachers. 9. Students are more aware of their strengths and feel more content with the positive feedback from teachers.				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
4. Teachers are equipped with the necessary concepts, knowledge and skills for self-reflective learning	**To enhance learning and teaching effectiveness through** ■ **Fostering ongoing professional development and collaboration** (1) Staff development programmes are arranged to echo the educational development needs and for building up team spirit and staff formation. (2) Volunteer work for teachers is arranged to increase the exposure and show concerns to the community. ■ **Cultivating learning and sharing culture among school community** (1) Learning Circles are arranged for professional interflow among teachers including boosting students' academic performance in public exam and IT in Education. (2) Critical Friendship activity is arranged in which teachers open their classrooms to others for developmental class observation so as to exchange teaching experiences and establish professional dialogues with each other. (3) Mutual support is built through the Mentor-Mentee System so as to nurture new teachers with the vision and mission of the school and to support them for a better adaptation to the working ethos in both teaching and functional posts. (4) Angel system is set up to render more support to the new teachers.	1. At least 2- 3 workshops/ trainings/ activities/ are organized to foster professional development. 2. 60% of the participating teachers agreed that the volunteering visits can show their concerns to the society and enhance collaboration. 3. 80% of the participating teachers agreed that the learning circles can develop their skills and strategies to boost students' academic achievements in the public examinations. 4. Two sessions of new teachers induction are organized to facilitate new teachers to the core values of the School Sponsoring Body and adapt to school culture and environment. 5. Teachers have a heightened level of awareness and capacity on counselling, academic performance, department leadership and BYOD after joining the Learning Circles. 6. One-third of the new teachers participate in the learning circles. 7. Teachers are benefited from the sharing culture through Open classroom and Critical Friendship exercise.	1. Teachers' observation and feedback 2. Survey	Whole year	• Staff Development and Mentoring Team • Academic Committee • IT in Ed and WebSams Team • LaC Team • Subject Department Heads / Team Heads	

2. Major Concern: To foster students' positive aspiration for whole-person development through deepening PERMA Education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1. **Students are able to develop meaning and positive emotions in life with confidence and self-awareness.**	**Developing students' self-management skills/ collaboration skills / creativity / unleashing students' potential** **Enhancing students' initiative and self-direction** **Enhancing students' perseverance and resilience** ■ **On Students** (1) Learning platforms are created through programmes and activities for students to have better understanding of themselves, to display their talents or potentials and to shape positive values towards life, including Class-based Mass, Assemblies & Religious sharing, suggested values for Class Teacher Periods (S1-S5), ECA, CLP counselling, S4 Experiential Leadership Programme, workshops & talks, etc. (2) "Let Our Light Shine" is set as the yearly religious theme to encourage students to embrace their unique qualities and talents. (3) Themed month focused on "Perseverance" is organised to engage students in related meaningful activities, e.g., 10-Day Challenges. (4) Healthy Living Week is launched to promote physical, mental, and emotional wellbeing. (5) A designated time slot in homeroom periods is created for students to participate in One-minute sharing sessions "Let Our Light Shine" or "Positive Mind, Powerful Lives" which encourage students to share their thoughts, experiences, or reflections on topics related to finding meaning, developing positive emotions, confidence, and self-awareness.	1. At least 70% of the students agree that the students' programmes/ activities organized by different teams can help them better understand themselves and gain positive emotions in their experiences and learning as well as to enhance their awareness and understanding of the values. 2. Incorporate the Religious Theme into School Activities, e.g., School assemblies, Mission Day, classroom discussions, and school-wide events. 3. Students showcase perseverance by persisting through challenges or difficult tasks during the themed months. 4. At least 70% of the participating students in the Healthy Living Week programmes agree that the programmes can help them to enhance their wellbeing.	1. Teachers' observation 2. Team/ Departmental evaluation meetings 3. MCP Survey 4. Appraisal	Whole year	• Teams under Student Growth and Life Wide Learning & External Relations Committee • Members of subject departments	• Materials for Mass & Prayer Service • Priests/Guest Speakers • External service for workshops

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	(6) S4 Experiential Leadership Programme to develop students' resilience, foster their ability to embrace challenges, and help them find meaning. (7) Programmes in Activity Afternoon for S3 students that promote self-understanding, facilitate the setting of appropriate career and life goals, and enable them to make informed choices regarding subject selection. (8) Morning sharing conducted by MIC sisters and some teachers on faith and positive thinking in the morning assembly.	5. At least 70% of the participating students in One-minute sharing agree that the sharing inspires and empowers students to embrace their uniqueness, develop a positive mindset, and build their confidence. 6. At least 70% of S4 students agree that proactiveness, creativity, and resilience are important for the development of self-leadership. 7. At least 70% of S3 students agree that the activities help them to have better self-understanding and enhance their understanding of NSS subject choices. 8. The morning sharing sessions deliver engaging and inspirational content that reinforces faith and positive thinking.				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	■ On Teachers (9) Understanding of the role of being a teacher and a class teacher is enhanced through induction and mentorship programmme for new teachers as well as staff development programmes. (10) Class teachers and deputy class teachers carried out a One-minute sharing on positive thinking during homeroom periods at least once a year to make positive impacts on students. (11) A crisis drill is conducted to enhance teachers' ability to create a safe and supportive learning environment for all students, especially for those facing emotional challenges.	9. At least 70% of the teachers agree that they understand better about their role of being a teacher and a class teacher. 10. Class teachers and deputy class teachers effectively convey the purpose, importance, and practical strategies of positive thinking to students. 11. 80% of teachers agree that the crisis drill can enhance teachers' awareness and equip them with the necessary skills to effectively identify and support students with emotional issues.				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
2. Students are encouraged to develop a positive relationship with others.	**Nurturing students' sense of identity and belonging and the respect and care for others.** **On Students** (1) Positive and Meaningful relationship with peers and teachers are developed at different levels through joining different activities e.g. Religious activities, Singing Contest, Sports Day, Class-based activities, S4 Experiential Leadership Programme, My Volunteer Footprint Award System, Social Skills Workshops, Student Exchange and Interflow Program, Form meetings by Discipline Team. (2) A heightened sense of belonging to the community and society through Basic Law Education, National Security Education and voluntary services. (3) Themed month focused on "Respect for others" is arranged to engage students in related meaningful activities, e.g. 10-day Challenge. (4) A learning circle for teachers is arranged that centers around fostering healthy boundaries and attachment between teachers and students. (5) Study tours (Sister School Scheme & Global Education Programmes) are arranged to broaden students' horizons, to enhance their sense of national identity & to gain meaning of life through service learning. (6) S4 Tutoring Service to Primary Students	1. At least 70% of the students agree that the student programmes / activities / workshops and the experiences they undergo can enable them to pass on some experiences to their schoolmates and to contribute to the school community. 2. Students demonstrate a deeper understanding of the concept of respect for others, fostering a more inclusive and respectful school environment. 3. 70% of participating parents agree that they acquire some necessary skills and better understanding of the ways of dealing with parent-child relationship. 4. Students reflect on their experiences during study tours and global education programs, identifying personal growth, new perspectives, and a greater sense of purpose and meaning in their lives.	1. Sharing and evaluation of teachers 2. Feedback from students and parents 3. MCP Survey, APASO and Stakeholders' Surveys	Whole year	• Teams under Student Growth and Life Wide Learning & External Relations Committee • Members of subject departments	• External Service Providers • Activity Afternoon • Class teacher periods

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	On Parents (7) Parent Education is provided through parent talks and workshops, aimed at promoting a harmonious parent-child relationship and enhancing the well-being of parents. These sessions aim to increase parents' understanding of the salient trends faced by teenagers. (8) Parents' Day and Night for different forms to facilitate communication and maintain close home-school collaboration. (9) A volunteer team is established in collaboration with the PTA and Alumni Association to facilitate volunteer service, aiming to encourage positive relationships and connections.	5. S4 students are able to experience the joy of helping others and making a positive impact on someone else's education through providing tutoring service to primary students. 6. Teachers understand the significance of maintaining boundaries for a safe and respectful learning environment while fostering positive attachment with students. 7. 70% of participants in the volunteer service agree that the service fosters a sense of belonging, pride, and shared purpose among staff, alumni and parents.			•	•

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
3. Students are engaged in a meaningful learning experience for stretching their leadership potential.	**Building students' leadership capacity and responsibility.** **Enhancing the culture of positive thinking.** (1) School-level posts, class-based posts and other forms of trainings, programmes, schemes and exposures to enhance students' leadership capacity and responsibility. (2) Shadowing and experience sharing of various student leadership positions are organized e.g., TOSS BuD Young Leaders Project, Key Student Leaders Interflow and Reflection Workshops, TOSS APPS Leadership Development Project, Work trial scheme, Prefect Training Workshop, Class Committee Briefing Workshop, Student Gatekeeper Training Programme. (3) Various platforms for students to voice their opinions are provided e.g. Student Forum by Student Council, One-minute presentation on positive thinking by each student. (4) Vertical Student Growth Curriculum with a specific theme for S1-S6 based on the growth needs and the student growth experiences which students will be undergoing. (5) S4 Leadership Training Camp is organised to help students to have a better self-understanding and set goals for their new school life in NSS.	1. At least 70% of the participants of student leadership programmes agree the training and experiences enable them to pass on some experiences to their schoolmates and to contribute to the school community. 2. 70% of the participants know more about the role and responsibility of different student leadership positions. 3. 70% of the participants agree that the training strengthens their self-confidence in tackling challenges in their leadership journey. 4. 70% of the key student leaders agree that they are willing to do reflection for their own improvement. 5. 70% of the key student leaders agree that they are willing to nurture the younger students in the future. 6. 70% of the post-bearers agree that the leadership programmes/ training can empower them with higher spirit of resilience. 7. 70% of the S4 students agree that the camp enhances their leadership skills and raises their self-confidence.	1. Sharing and evaluation of the Teams concerned 2. Observation and feedback by teachers 3. MCP Survey 4. Feedback from students 5. Records and Surveys e.g., MCP, Stakeholders'	Whole year	• Teams under Student Growth and Life Wide Learning & External Relations Committee	• External service providers for leadership training workshops

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
4. Students are able to appreciate the accomplishments of themselves and others.	Nurturing in our girls a heart of appreciating all that is good and beautiful. Encouraging our girls to learn from the good deeds and accomplishment of others. Developing in our girls to appreciate their own good deeds and accomplishments. (1) Students' accomplishment in both academic and non-academic is recognized through scholarships, school assemblies, and prize presentations, etc. (2) School award system and different showcase of successful experience is provided e.g., merit award system, punctuality scheme, Self-Development Award Scheme, ELDs, etc. (3) Students are given opportunities to set goals and review their goals during Class Teacher Periods. (4) Inter-house competitions by Four Houses (5) Competitions by different teams in SGC, e.g., PC & RE Team & Guidance Team. (6) Class teachers conduct individual talk with students to encourage them and discover their qualities.	1. 70% of the students are awarded the 'Punctuality Award' at the end of the school year. 2. 40% of CCA members will get at least 1 merit which is awarded to their responsibility and performance. 3. Different inter-house competitions are organized by Four Houses to build up emotions such as joy, interest, hope, etc. and to pursue success and self-recognition. 4. Class Teachers meet students to appreciate their own good deeds and accomplishments and seek out opportunities for personal growth and development. 5. 40% of the students agree that it is meaningful for them and help them to strengthen the spirit of care of others.	1. Sharing and evaluation of the Teams concerned 2. Observation and feedback by teachers 3. Feedback from students 4. Records and Surveys e.g. MCP, Stakeholders' and CCA's. 5. Record of scholarships/ SDAS awardees/ academic and non-academic awards for internal and external competitions	Whole year	• Teams under Student Growth and Life Wide Learning & External Relations Committee	• Class teacher periods • Experiential Learning Days • School Assemblies • External service and workshops

Tak Oi Secondary School

**School-based Medium of Instruction Plan for Junior Secondary School Levels
(Arrangements for Secondary One Students Admitted in the 2023/24 School Year)**

The support measures adopted by the school to enhance the learning & teaching effectiveness at S1 to S3 levels to help students progress in and adapt to the learning of other content subjects in English are as follows:

1. Pre-S1 English Fun Day and English Foundation Course – held in July to help incoming S1 students to better prepare for the English learning environment.

2. S1 students are split into five small groups for their English lessons so as to promote greater pupil participation and engagement.   Based on the results of the First Term Examination, some S1 students will be reallocated to a new English group in which different learning materials as well as assignment and assessment tasks will be designed to help students of different abilities gradually and progressively bridge their learning gap in their transition from primary to secondary.

3. For one lesson in a cycle, S1 students will also be allocated into eight different groups – three Mathematics, three Chinese and two English, some for more able students of the subject and some for less able ones, aiming to further help them build up a better foundation and to stretch their potential.   For the three Mathematics groups, they are good ways to help students adapt to the learning of the subject in English.

4. In the school years 2018/19, 2019/20 and 2020/21, the English Department took part in a collaborative research and development project coordinated by the Native-speaking English Teacher Section to develop differentiated learning activities involving the use of digital multimodal text – the 'SEED' Project, which has found to be an effective way to boost the interest in the learning of English.   The multimodal units have become an integral part of the S1S2 curriculum. Each year, the project will be revised, incorporating new school-based elements to enhance its impact.

5. To develop students' ability to create a range of increasingly complex and sophisticated spoken, written, and multimodal texts for different purposes and audiences, English teachers will teach S1 & S2 students how to use Adobe Spark Page, Canva, Google Sites and some other useful apps / software to produce authentic texts including infographics, blogs as well as web pages.

6. The school has worked out an S1 Transition Programme for the first two cycles in September aiming to help S1 students to better adapt to their S1 school life.   During the two cycles, students would be going through learning experiences related to, on the academic side, summary skills and presentation skills (both in Chinese & English) while on the student support side, self-understanding and management, knowing about the school, their role as well as interpersonal relationships.   The programme is as well a way to help students to acquire the needed skills at an early stage for better adaptation to EMI learning.

7. Language Across the Curriculum – an LAC Team has been set up since 2013-2014 to oversee the implementation of the cross-curricular learning content between English & Integrated Science,

Citizenship, Economics & Society, Technology & Living, Mathematics, Geography as well as History.

The six EMI subjects have different levels of language objectives and learning targets across the levels. Basically, all six departments work on the vocabulary level and create a vocabulary log to help learners internalize the target generic academic vocabulary. Some of the EMI departments have advanced to the sentence, paragraph and speaking levels, training students to write more complex sentences, and structured paragraphs as well as verbalize their ideas.

To promote interdisciplinary learning, some lesson study involving the English and Mathematics Departments will be conducted to apply and try out the pedagogies learnt from the PolyU Support Programme as well as to promote verbalization of ideas in the less-language loaded subject. An interim meeting is scheduled at least once per term, involving the English Department Head and the S1 and S2 Form Conveners of English, as well as the Conveners of the six EMI subjects. The primary objectives of these meetings are to facilitate curriculum updates, exchange ideas on effective teaching and learning strategies, and promote meaningful professional discussions.

8. Collaboration among Subject Departments is also seen in the LAC Extensive Reading Programme among English, Integrated Science, Citizenship, Economics & Society, Technology & Living, Mathematics, Geography as well as History at S1S2 levels to expose students to a variety of non-language arts reading materials encompassing some specific themes and topics.

9. In order to enhance teachers' capacity to develop appropriate learning and teaching activities to support reading in English as a Medium of Instruction (EMI) subjects, a Learning Circle focused on Reading across the Curriculum (RaC) was conducted in collaboration with the Native-speaking English Teacher Section during the school years 2021/22 and 2022/23. This initiative involved the participation of Department Heads from all EMI subjects. As a result of their collaboration, participants created text sets specifically designed for the S3 RaC Programme. These text sets encompass a wide range of subjects including Life and Society, Mathematics, Technology and Living, History, Geography, Chemistry, Economics, and Physical Education. By engaging students in reading and viewing materials from different Key Learning Areas (KLAs), the RaC Programme aims to promote interdisciplinary connections and deepen students' understanding. During Reading lessons, students actively participate in interactive reading activities that encourage them to relate the text to their personal experiences and prior knowledge, fostering their engagement and comprehension.

10. The S2-4 Extended Curriculum (English Modules) centres around the appreciation of poems and stories, debating, public speaking as well as reading and creating multimodal texts. It aims to extend students' language skills, boost their interest in learning the language and connect their learning experiences through gaming activities, discussions, practices, and competitions.

11. An English-rich environment is reinforced through the use of English in everyday announcements, notices, assemblies, homeroom periods and major events like Sports Day, Singing Contest, Graduation Day and Prayer Service.

12. There has also been an emphasis on the enhancement of an effective lesson – the '3-in-1 structured lesson' in these few years aimed at raising the learning & teaching effectiveness on the part of both the students and teachers. And for this 2023-2024 academic year,

verbalization of ideas, catering for leaning diversity, and self-reflective learning become essential elements of an effective lesson.

13. Emphasis has also been placed on raising the capability of the teachers in the use of English as the medium of instruction through participation in courses related to the teaching of content subjects in English.   The School also organizes in-house Learning Circles on Teaching Pedagogy and IT in Education, as well as Critical Friendship Exercise, which serves as a developmental class observation.

Tak Oi Secondary School
Diversity Learning Grant (DLG)
Program and Budget 2023/24

Name of Programme	Participants	Period	Budget (HK$)
1. English - Enrichment class	S5	2023 Oct – 2024 May	10,800
2. Mathematics - Enhancement class - Enhancement class	 S4 S5	 2023 Sept – 2024 May 2023 Sept – 2024 May	 6,750 6,750
3. Chinese - Writing workshop	S4	2023 Sept – 2024 May	9,000
4. Geography - Field studies	S4-S6	2023 Sept – 2024 Mar	8,000
5. Chemistry - Enhancement class - Enhancement class	 S5 S6	 2023/9/1-2024/5/31 2023/9/1-2024/1/27	 3,000 3,600
6. Economics - Enhancement class	S5/S6	2024 Feb – May	2,400
6. Biology - Enhancement class	S5-S6	2023/9/1-2024/4/30	10,000
7. Chinese History - Outing and competition	S4–S6	2023 Sept – 2024 May	4,000
8. History - Enhancement class - Enhancement class	 S6 S5	 2023 Sept – Nov 2024 Jan – May	 1,500 1,500
9. T & L - Visit or workshops	S4-S6	2023 Sept – 2024 May	2,000
10. Tourism & Hospitality Studies - Theme Park & Hotel visit	S4-S5	2024 Jan – Jul	10,000
11. Guidance Team - Mindful Yoga courses	S5-S6	2023 Sept – 2024 May	16,000
		Total	**95,300**

德愛中學
姊妹學校交流計劃書
2023-2024 學年

學校名稱：	德愛中學		
學校類別：	*~~小學~~ / *中學 / *~~特殊學校~~ *(*請刪去不適用者)*	負責老師：	黃燕珊老師

本學年已與以下內地姊妹學校進行交流活動：
1. 壽光中學
2. 上海田家炳中學

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（*擬舉辦 / *~~不擬舉辦~~）*(*請刪去不適用者)*

	交流項目			預期目標	
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☐	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☐	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☑	其他(請註明)：線上聯繫	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流計劃/活動詳情
			B8	☐	其他(請註明)：

乙. 教師層面（**擬舉辦** / *~~不擬舉辦~~*）*(請刪去不適用者)*

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☐	探訪/考察	E1	☐	增進對內地的認識和了解
D2	☑	觀課/評課	E2	☐	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☑	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☐	提升教學成效
D6	☐	專業發展日	E6	☑	擴闊視野
D7	☐	其他(請註明)：	E7	☑	建立友誼/聯繫
			E8	☐	其他(請註明)：

丙. 學生層面（**擬舉辦** / *~~不擬舉辦~~*）*(請刪去不適用者)*

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
G1	☑	探訪/考察	H1	☑	增進對內地的認識和了解
G2	☑	課堂體驗	H2	☐	增加對國家的歸屬感/國民身份的認同
G3	☑	生活體驗	H3	☑	擴闊視野
G4	☐	專題研習	H4	☑	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☐	促進文化交流
G6	☑	文化體藝交流	H6	☑	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☑	提升自理能力/促進個人成長
G8	☐	其他(請註明)：	H8	☑	豐富學習經歷
			H9	☐	其他(請註明)：

丁. 家長層面 （*擬舉辦 / *不擬舉辦）*(請刪去不適用者)*

(註 :學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明) :	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明) :

擬運用的監察/評估方法如下：		
編號	☑	監察/評估方法
M1	☐	討論
M2	☑	分享
M3	☐	問卷調查
M4	☑	面談/訪問
M5	☐	會議
M6	☑	觀察
M7	☐	報告
M8	☐	其他(請註明) :

津貼用途及預算開支：			
編號	☑	交流項目	支出金額
N1	☑	到訪內地姊妹學校作交流的費用	HK$ 130,000
N2	☑	在香港合辦姊妹學校交流活動的費用	HK$ 2,000
N3	☐	姊妹學校活動行政助理的薪金 *(註:不可超過學年津貼額的 20%)*	HK$
N4	☐	視像交流設備及其他電腦設備的費用	HK$
N5	☑	交流物資費用	HK$ 2,000
N6	☑	在香港進行交流活動時的茶點開支*(註:不可超過學年津貼額的 2%)*	HK$ 1,500
N7	☐	老師的一次入出境簽證的費用*(註:不可超過學年津貼額的 1%)*	HK$
N8	☐	其他(請註明) :	HK$
N9	☐	學年預計總開支	HK$ 135,500
N10	☐	沒有任何開支	不適用

Tak Oi Secondary School
Plan on Use of Capacity Enhancement Grant (CEG) 2023/24

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
School Development	1. To relieve teachers' non-teaching workload	To employ assistant clerical officer(s) and clerical officer(s) to provide support on student activities and careers affairs to teachers	September 2022 – August 2023	Salary of staff including MPF: $564,228	- Non-teaching duties of the teachers concerned are reduced	- Performance appraisal of the staff - Collection of opinion from teachers	General Office and Teacher in-charge
Curriculum Development	1. To relieve the workload of teachers in organizing ethical and value education activities for students	To procure external services to render support on student activities		Program fee : $40,000	- Smooth operation of activities and non-teaching duties of teachers are reduced	- Feedback from teachers	Teacher in-charge
				Total: 604,228			

Tak Oi Secondary School
2021 – 2024
Planning on Use of Citizenship and Social Development Grant

	Area	Expected Expenses ($)
1	Developing or procuring relevant learning and teaching resources (e.g. reference books, journals, magazines, multi-media and e-learning resources)	40,000
2	Subsidizing students and / or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	200,000
3	Organizing school-based learning activities relating to the CS curriculum (e.g. visits to exhibitions, field trips and experiential learning camps)	30,000
4	Organizing or subsidizing students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland (e.g. application fees for competitions and experiential learning , travelling and accommodation expense)	30,000
	Total Expected Expenditure	**300,000**

Tak Oi Secondary School
Plan on Use of Enhanced Chinese Learning and Teaching for
Non-Chinese Speaking Students (NCS) 2023/24

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Support NCS students in learning Chinese	1. To relieve the workload of teachers in teaching Chinese Language to NCS students	To hire contract teacher(s) to provide intensive program on learning Chinese Language for NCS students	September 2023 – August 2024	Salary of contract teacher(s) including MPF : $1,094,340	- Teaching duties of teachers concerned are reduced	- Collection of opinion from teachers	Head of Chinese Language Department
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese		Actual expenses : $70,000			
				Total: 1,164,340			

Tak Oi Secondary School
Learning and Support Grant (LSG)
Budget Plan 2023/24

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Budget HK$
Support students of special education needs	1. To cater for the care and special education needs of the students	To employ student counsellor to take care of the students in classroom learning and daily school life	September 2023 – August 2024	Salary including MPF : $164,000
	2. To obtain external professional service to assist teachers in conducting tailor made programme to cater for the care and special education needs of the students	To hire external professional tutor to provide tailor made program on learning to students		$50,000
		To conduct activities and workshops		$5,000
				Total: 219,000

Tak Oi Secondary School
Plan on the Use of the Life-wide Learning Grant
2023/2024

Appendix 8

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Category 1: To organise / participate in life-wide learning activities

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ☐ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	**Local Activities:** To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
1	CCA - Aesthetics Club	2023 Oct - 2024 May	S2-S4	21	$16,100.00	$766.67	To enhance students' creativity & interest in making handicraft	Arts (Visual Arts)	Students' feedback and teachers' observation			✓			Ms Rebecca So
2	CCA - Girl Guides	2023 Sept - 2024 Jun	S1-S3	22	$4,500.00	$204.55	To enhance students' belonging to Girl Guides, to facilitate the learning of different skills and to increase students'	Moral, Civic and National Education	Students' feedback and teachers' observation		✓				Ms Katie Cheung

No.	Activity Name	Proposed Date	Target Students Level	Estimated Number of Participants	Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	Subject Panel / Teacher-in-charge
							participation of activities								
3	CCA - Japanese Club	2023 Oct - 2024 May	S2-S5	25	$15,000.00	$600.00	To teach students' elementary level Japanese and enhance our students' interest in Japanese	Global Education	Students' feedback and teachers' observation					✓	Ms Crystal Yu
4	CCA - Korean Club	2023 Oct - 2024 May	S2-S5	25	$15,000.00	$600.00	To teach students' elementary level Korean and enhance our students' interest in Korean	Global Education	Students' feedback and teachers' observation					✓	Ms Crystal Yu
5	CCA - STEM Club	2023 Oct - 2024 Jul	S2-S6	13	$12,050.00	$926.92	To teache students AI art creation techniques for cultivating their creativity with the use of IT skills	Science	Class observation and student's survey	✓					Mr Current Chan

No.	Activity Name	Proposed Date	Target Students Level	Estimated Number of Participants	Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	Subject Panel / Teacher-in-charge
6	CCA - Red Cross	2023 Sept - 2024 Jun	S1-S5	25	$3,100.00	$124.00	To facilitate the learning of first aid skills	Moral, Civic and National Education	Teachers' observation				✓		Ms Monica Lam
7	CCA - Choir training class	2023 Oct - 2024 Jul	S1-S5	60	$24,500.00	$408.33	To help students develop musical skills and knowledge	Arts (Music)	Students' feedback and teachers' observation			✓			Ms Ya Ya Wong
8	CCA - Chinese Instrumental class	2023 Oct - 2024 Jul	S1-S5	22	$68,000.00	$3,090.91	To provide opportunities and systematic training to students so that they can excel their talents in music	Arts (Music)	Students' feedback and teachers' observation			✓			Ms Ya Ya Wong
9	CCA - Western Instrumental class	2023 Oct - 2024 Jul	S1-S5	11	$77,680.00	$7,061.82	To provide opportunities and systematic training to students so that they can excel their talents in music	Arts (Music)	Students' feedback and teachers' observation			✓			Ms Ya Ya Wong

| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses ($) | Estimated Expenses per Person ($) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ☐ the appropriate box(es); more than one option can be selected) | | | | | Subject Panel / Teacher-in-charge |
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
10	CCA - Dance Team	2023 Sept - 2024 Jul	S1-S4	15	$13,875.00	$925.00	To develop students' dancing potential and cultivate team spirit and confidence	Arts (Others)	Class observation and students' questionnaire			✓			Ms Carmen So
11	CCA - Chinese Debate Team	2023 Oct - 2024 May	S2-S5	16	$18,800.00	$1,175.00	To enhance students' debating skills and reasoning thinking	Moral, Civic and National Education	Students' feedback and teachers' observation		✓				Ms Katy To
12	CCA - Chinese Orchestra training class	2023 Oct - 2024 Jul	S1-S5	22	$25,000.00	$1,136.36	To provide opportunities and systematic training to students so that they can excel their talents in music	Arts (Music)	Students' feedback and teachers' observation			✓			Ms Ya Ya Wong
13	CCA - String ensemble training class	2023 Oct - 2024 Jul	S1-S5	11	$19,100.00	$1,736.36	To provide opportunities and systematic training to students so that they can excel their talents	Arts (Music)	Students' feedback and teachers' observation			✓			Ms Ya Ya Wong

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ☐ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
							in music								
14	CCA - Badminton Team training class	2023 Sept - 2024 Aug	S1-S6	30	$36,050.00	$1,201.67	To provide opportunities and systematic training to students so that they can excel their talents in badminton	Physical Education	Students' feedback and teachers' observation			✓			Ms Amy Choi
15	CCA - Basketball club/team training class	2023 Sept - 2024 Aug	S1-S6	25	$42,650.00	$1,706.00	To provide opportunities and systematic training to students so that they can excel their talents in basketball	Physical Education	Students' feedback and teachers' observation			✓			Ms Karen Chung
16	CCA - Atheltics club/team training class	2023 Sept - 2024 Aug	S1-S6	35	$26,650.00	$761.43	To provide opportunities and systematic training to students so that they can excel their talents in atheltics	Physical Education	Students' feedback and teachers' observation			✓			Ms Amy Choi

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ☐ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
17	CCA - Table tennis club/team training class	2023 Sept - 2024 Aug	S1-S6	16	$16,940.00	$1,058.75	To provide opportunities and systematic training to students so that they can excel their talents in table-tennis	Physical Education	Students' feedback and teachers' observation			✓			Mr Jim Lai
18	CCA - Volleyball club/team training class	2023 Sept - 2024 Aug	S1-S6	27	$38,650.00	$1,431.48	To provide opportunities and systematic training to students so that they can excel their talents in volleyball	Physical Education	Students' feedback and teachers' observation			✓			Ms Karen Chung
19	CCA - Stage performance team training class	2023 Oct - 2024 May	S2-S5	11	$63,000.00	$5,727.27	To help student to explore their personal values and to appreciate the values and attitudes of their own and other	Values Education	Students' feedback and teachers' observation		✓				Ms YS Wong

No.	Activity Name	Proposed Date	Target Students Level	Target Students Estimated Number of Participants	Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	Subject Panel / Teacher-in-charge
							communities.								
20	Experiential Learning Day - expenses for outing, visit and activities	2024 Sept - 2024 Jul	S1-S6	646	$18,100.00	$28.02	To showcase students' learning experience	Cross-Disciplinary (Others)	Students' feedback and teachers' observation	✓	✓	✓		✓	Ms YS Wong
21	Citizenship & Social Development - Mock trial competition	2023 Sept - 2024 Jun	S2-S5	20	$4,500.00	$225.00	To enhance students' confidence and knowledge in legal field	Moral, Civic and National Education	Students' feedback and teachers' observation		✓				Mr Heinz Luk
22	EC Inquiry Studies - Board game making	2023 Sept - 2024 Jul	S4	98	$10,000.00	$102.04	To teach and assist in the process of making a board as the learning outcome	Moral, Civic and National Education	Students' feedback and teachers' observation	✓					Mr Heinz Luk
23	Career & life planning programmes including talk and workshops	2023 Sept - 2024 Jul	S3-S6	300	$43,000.00	$143.33	To enhance students' understanding of careers world and multiple pathway and equip them with	Moral, Civic and National Education	Students' feedback and teachers' observation		✓			✓	Ms Karen Lui

| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses ($) | Estimated Expenses per Person ($) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ☐ the appropriate box(es); more than one option can be selected) | | | | | Subject Panel / Teacher-in-charge |
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
							the essential skills and values								
24	Career & life planning - Workplace and institution visits	2023 Sept - 2024 Jul	S3-S6	300	$10,000.00	$33.33	To enhance students understanding of careers world and multiple pathway	Moral, Civic and National Education	Students' feedback and teachers' observation		✓			✓	Ms Karen Lui
25	Value education programmes and activities - Sex education internet addiction workshops	2023 Sept - 2024 Jun	S5	105	$10,000.00	$95.24	To enhance the positive values among the students and build up positive relationship with the peers	Values Education	Feedback from Value Edu Student Team members and students		✓				Mr Kafes Yiu
26	Experiential leadership training camp and programme	2023 Sept - 2024 Jun	S4	98	$105,000.00	$1,071.43	To cultivate personal leadership among students	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
27	TOSS Bud Young Leaders project	2023 Oct - 2024 Mar	S2-S3	20	$15,000.00	$750.00	To nurture students to become future student leaders	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk

No.	Activity Name	Proposed Date	Target Students Level	Estimated Number of Participants	Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	Subject Panel / Teacher-in-charge
28	TOSS APPS leadership development project	2024 May - Sept	S3-S4	40	$60,000.00	$1,500.00	To nurture students to become future student leaders and serve as helpers in S1 Transition Programme	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
29	Key student leaders training	2023 Sept - 2024 Jul	S1	23	$6,500.00	$282.61	To enhance student leaders' understanding of leadership	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
30	Life-wide Learning & External Relations Committee - National education programmes including flag raising training activities	2024 Sept - 2024 Jul	S1-S6	646	$70,000.00	$108.36	To enhance the national identity and knowledge for the students	Moral, Civic and National Education	Students' feedback and teachers' observation		✓	✓			Ms YS Wong

No.	Activity Name	Proposed Date	Target Students Level	Estimated Number of Participants	Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences — Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	Subject Panel / Teacher-in-charge
31	Digital Media Team - Photography training course	2023 Oct - 2024 May	S2-S5	20	$15,000.00	$750.00	To provide professional training courses and tools to students to train their photo-taking skills	Arts (Others)	Students' feedback and teachers' observation		✓			✓	Ms Kelly Cheung
32	English debate and campus TV training class	2023 Sept - 2024 Jun	S3-S5	40	$40,000.00	$1,000.00	To coach a group of elite students for debating competitions	Gifted Education	Teaching materials and lessons are closely monitored by English teachers	✓					Ms Carrie Kung & Ms Kelly Ho
33	Guidance talk and the follow-up workshops	2023 Sept - 2024 Jun	S1-S3	331	$2,000.00	$6.04	To promote mental health	Mental Health	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
34	Class teachers period activities on class-based issues	2023 Sept - 2024 Jun	S3-S6	426	$13,400.00	$31.46	To promote mental health	Mental Health	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
35	Guidance prefect team activities	2023 Sept - 2024 Jun	S1-S6	646	$5,000.00	$7.74	To promote mental health	Values Education	Students' feedback and teachers' observation		✓				Ms Jeannie Ho

No.	Activity Name	Proposed Date	Target Students - Level	Target Students - Estimated Number of Participants	Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences - Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	Subject Panel / Teacher-in-charge
36	You have all our blessings	2023 Sept - 2024 Jun	S6	110	$1,600.00	$14.55	To show our support to S6 students	Values Education	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
37	Mindful yoga for all S5 & S6	2023 Sept - 2024 Jun	S5-S6	215	$16,000.00	$74.42	To cultivate students' positive emotions and stress release	Mental Health	Students' feedback and teachers' observation		✓	✓			Ms Jeannie Ho
38	After school support group	2023 Sept - 2024 Jun	S1-S6	5	$9,000.00	$1,800.00	To provide academic and emotion support to some of the student cases	Mental Health	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
39	Learning Circle on counselling skills	2023 Sept - 2024 Jun	S1-S6	646	$5,200.00	$8.05	To introduce different approaches and skills needed to conduct an effective counselling	Values Education	Teachers' feedback		✓	✓			Ms Jeannie Ho
Sub-total of Item 1.1					**$995,945.00**										

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses ($)	Estimated Expenses per Person ($)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ☐ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.2	**Non-Local** Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1															
2															
3															
Sub-total of Item 1.2					**$0.00**										
Total for Category 1					**$995,945.00**										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses ($)
1			
2			
3			
Estimated Expenses for Category 2			**$0.00**
Estimated Expenses for Categories 1 & 2			**$995,945.00**

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	646
Estimated number of student beneficiaries:	646
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Wong Yin Shan
Post　of Contact Person for LWL:	Vice Principal

Tak Oi Secondary School
Plan on the Use of the Promotion of Reading Grant

2023 - 2024 School Year

The major objectives for Promotion of Reading: <u>To arouse students' interests in reading and develop their reading habits</u>

	Item*	Estimated Expenses ($)
1.	Purchase of Books	
	☑ Printed books	$30,000.00
	☐ e-Books	
2.	Web-based Reading Schemes	
	☐ eRead Scheme	$0
	☐ Other scheme	
3.	Reading Activities	
	☑ Hiring writers, professional storytellers, etc. to conduct talks	
	☑ Hire of service from external service providers to organise learning activities related to the promotion of reading	$30,000.00
	☑ Paying the application fees for students to participate in reading activities and competitions	
	☑ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Other： ➢ <u>Buying the materials for reading activities and school reading scheme</u> ➢ <u>Book store visit and activity</u> ➢ <u>Gift for encouraging students to participate reading activities</u>	$10,000.00
	Total:	**$70,000.00**
	Unspent Balance:	--

* Please tick the appropriate boxes or provide details

Tak Oi Secondary School
Plan on Use of School Executive Officer Grant (SEOG) 2023/24

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
School Development	2. To strengthen administrative support for school daily operation	To hire executive officer(s) or to procure school administration-related services from service providers	September 2023 – August 2024	Salary of executive officer(s) including MPF and service fee : $497,000	- Non-teaching duties of the teaching staff concerned are reduced - Creating room for the teaching staff to focus on core education tasks and take care of student development	- Performance appraisal of the staff	--
				Total: 497,000			

Tak Oi Secondary School
School-based After-school Learning and Support Programmes (SBG)
Program and Budget 2023/24

Name of Programme	Participants	Period	Budget (HK$)
1. English Language : - Enhancement classes	S3	2023 Oct – 2024 May	9,600
2. Mathematics : - HKMO courses	S1 - S3	2023 Sept – 2024 May	30,000
3. Learning Support Team : - 1st & 2nd term pre/post exam revision classes	S1 – S2	2023/11/15 – 2024/8/31	24,000
Total			**63,600**

Endorsed by

The Incorporated Management Committee

of

Tak Oi Secondary School

Submitted by : *Natasha Tsang*

Ms Tsang Pui Ki, Natasha
Principal

Date : 26 October 2023