



*Annual School Plan*  
*2022/2023*

*Tak Oi Secondary School*

# Content

School Vision & Mission.....	P.2
School Major Concerns (2021-2022) .....	P.3
I.    Intended Outcomes.....	P.4
II.   Major Concern 1: To empower students to become self-reflective learners through strengthening their learning competence.....	P.7
III.  Major Concern 2: To foster students’ positive aspiration for whole-person development through deepening PERMA Education.....	P.15
<i>Appendix 1: School-based Medium of Instruction Plan for Junior Secondary School Levels .....</i>	P.20
<i>Appendix 2: Plan on Use of Capacity Enhancement Grant (CEG) 2022/23 .....</i>	P.22
<i>Appendix 3: Planning on Use of Citizenship and Social Development Grant 2021-2024.....</i>	P.23
<i>Appendix 4: Diversity Learning Grant (DLG) Programme and Budget 2022/23 .....</i>	P.24
<i>Appendix 5: Plan on Use of Enhanced Chinese Learning and Teaching for Non-Chinese Speaking (NCS) Students 2022/2023 .....</i>	P.25
<i>Appendix 6: Learning and Support Grant (LSG) Budget Plan for the Year 2022/23 .....</i>	P.26
<i>Appendix 7: Plan on Use of the Life Wide Learning Grant 2022/23 .....</i>	P.27
<i>Appendix 8: Plan on Use of the Promotion of Reading Grant 2022/23 .....</i>	P.44
<i>Appendix 9: Plan on Use of School Executive Officer Grant (SEOG) 2022/23 .....</i>	P.45
<i>Appendix 10: School-based After-school Learning and Support Programmes (SBG) Programme and Budget 2022/23 .....</i>	P.46
<i>Appendix 11: 2022/23 年度姊妹學校交流計劃書 .....</i>	P.47

**Tak Oi Secondary School**

**Annual School Plan**

**2022-2023**

## **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  
2022-2023**

**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.	<b>To enrich students' learning experience through</b> <ul style="list-style-type: none"> <li>- reviewing school-based curriculum</li> <li>- increasing meaningful learning experience and exposure</li> <li>- enhancing interdisciplinary learning</li> </ul>	<ul style="list-style-type: none"> <li>- Review and revise subject curriculum</li> <li>- Differentiated learning tasks</li> <li>- Extended curriculum</li> <li>- STEM Education</li> <li>- Subject OLEs</li> <li>- Collaborative curriculum mapping/ learning activities</li> </ul>
Students are able to learn actively with effective learning skills.	<b>To empower students with effective learning skills necessary for self-reflective learning through</b> <ul style="list-style-type: none"> <li>- strengthening students' language competencies and thinking skills</li> <li>- enhancing students' learning skills for knowledge management</li> <li>- deepening effective use of information technology in education</li> </ul>	<ul style="list-style-type: none"> <li>- Language across the curriculum</li> <li>- Reading across the curriculum</li> <li>- Thinking skills (e.g. critical thinking, problem solving, creativity, etc.)</li> <li>- Learning skills (e.g. note-taking, note-making, making summary, use of graphical organizers, etc.)</li> <li>- IT in Education/ e-learning/ BYOD</li> </ul>
Students are able to learn effectively by evaluating their learning outcomes and making improvement.	<b>To implement assessment for/ as learning through</b> <ul style="list-style-type: none"> <li>- designing pre- and post-lesson tasks for self-reflective learning</li> <li>- providing personalized quality feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Different assessment approaches (e.g. self, peer, group, oral, written, projects, etc.) OR pre- and post-lesson tasks</li> <li>- Quality assignment and assessment feedback</li> <li>- Use of assessment data analysis</li> </ul>
Teachers are equipped with the necessary concepts, knowledge and skills of self-reflective learning.	<b>To enhance learning and teaching effectiveness through</b> <ul style="list-style-type: none"> <li>- fostering ongoing professional development and collaboration</li> <li>- cultivating learning and sharing culture among the school community</li> </ul>	<ul style="list-style-type: none"> <li>- Staff development programmes (e.g. workshops, Learning Circles, co-planning, Open Classroom and lesson study, etc.)</li> <li>- Student-centred pedagogies (e.g. questioning, activities for students' engagement, etc.)</li> <li>- Collaboration among teachers/ departments/ teams</li> </ul>

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

Targets	Strategies	Tasks
<p><b>Students are able to develop meaning and positive emotions in life with confidence and self-awareness</b></p>	<p>Developing students' self-management skills / collaboration skills / creativity / unleash students' potential <b>(P, E)</b></p> <p>Enhancing students' initiative and self-direction <b>(E, M)</b></p> <p>Enhancing students' perseverance and resilience <b>(E, M)</b></p>	<p><b>1. Students</b></p> <ul style="list-style-type: none"> <li>- Embedded values in subject content</li> <li>- Topics for Class Teacher Periods</li> <li>- S1 and S2 Student Growth Lessons</li> <li>- Theme for S4 Class Teacher's Periods &amp; AA</li> <li>- CLP programmes for a better understanding of the senior secondary subjects and the tertiary education</li> <li>- Mental health workshops / mindfulness experiences</li> <li>- Opportunities for students to display their talents / to cultivate their values through activities organised by various committees and teams e.g., Religious &amp; Pastoral Care Team, LWL Committee, ECA Team</li> </ul> <p><b>2. Teachers</b></p> <ul style="list-style-type: none"> <li>- Enhanced understanding of the role of being a teacher and a class teacher</li> <li>- Induction &amp; mentorship programme for new teachers</li> <li>- Staff development programme on wellness and well-being</li> </ul>
<p><b>Students are encouraged to develop a positive relationship with others</b></p>	<p>Nurturing students' sense of identity and belonging and the respect and care for others <b>(P, R, M)</b></p>	<ul style="list-style-type: none"> <li>- Develop positive and meaningful relationship with peers &amp; 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.</li> <li>- S4 Experiential Leadership Program</li> <li>- Volunteer workshops or services and student leadership position to encourage students to serve the school and the society</li> <li>- Interflow and Exchange Immersion programme</li> <li>- Basic Law Education and National Security Education (School level)</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>- Parent education e.g., School Based e-Parent Education on the Mobile Phone</li> <li>- Talks &amp; Workshops</li> </ul>

Targets	Strategies	Tasks
<p><b>Students are engaged in a meaningful learning experience for stretching their leadership potential</b></p>	<p>Building students' leadership capacity and responsibility <b>(E, R, M)</b></p> <p>Enhancing the Culture of Positive Thinking <b>(P, M, A)</b></p>	<ul style="list-style-type: none"> <li>- Offering school-level posts, class-based posts and other forms of trainings and exposures</li> <li>- Shadowing and experience sharing of various student leadership positions (Prefect, SU, Four Houses)</li> <li>- Role modelling by leaders of student organisations and class leaders</li> <li>- Various platforms for students to voice out their opinions</li> </ul>
<p><b>Students are able to appreciate the accomplishments of themselves and others'</b></p>	<p>Nurturing in our girls a heart of appreciating all that is good and beautiful. <b>(P, M, A)</b></p> <p>Encouraging our girls to learn from the good deeds and accomplishments of others. <b>(E, R, A)</b></p> <p>Developing in our girls to appreciate their own good deeds and accomplishments <b>(P, R, A)</b></p>	<ul style="list-style-type: none"> <li>- Accomplishments in both academic &amp; non-academic e.g. sports, music, art, etc.</li> <li>- School award system and different showcases of successful experience</li> <li>- Goal setting and review conducted in CTP</li> </ul>

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	<p><b>To enrich students' learning experience through</b></p> <p>■ <b>Reviewing school-based curriculum</b></p> <p>(1) To align with the educational development spirit and curriculum such as National Security Education, Value education, Basic Law Education, STEM education, revised curriculum for core subjects and elective subjects, etc.</p> <p>(2) To provide differentiated learning tasks e.g. additional supplementary exercises, challenging and bonus questions, scaffolding tasks, etc.</p> <p>(3) To review and revise subject-based curriculum for a better bridging between JS and SS</p>	<p>1. Curriculum of all subjects updated to meaningfully integrate National Security Education to enhance national identity/ understand recent development of China</p> <p>2. Review of value education in different subjects to reinforce positive values in whole school approach</p> <p>3. Reviewing and revising S3 school-based curriculum for DSE subjects for better bridging between JS and SS</p> <p>4. Materials update, scaffolding practices, differentiated learning tasks, bonus questions, tailor-made / class-based questions and learning materials designed with more specific targets on topics and levels of students to cater for learning diversities</p>	<p>1. Evaluation among department members on student learning with the differentiated materials</p> <p>2. Supervision and monitoring and evaluation of department heads</p> <p>3. Students' performance in assessments</p> <p>4. Assignment Inspections</p>	Whole year	<ul style="list-style-type: none"> <li>Teachers of all subject departments</li> </ul>	<ul style="list-style-type: none"> <li>IT Hardware and Software</li> </ul>
	<p>■ <b>Increasing meaningful learning experience and exposure</b></p> <p>(1) To provide meaningful subject OLEs including field studies or visits to all students as well as external competitions and training sessions for students who have stronger interests and abilities on the subject domain</p>					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<ul style="list-style-type: none"> <li>■ <b>Enhancing interdisciplinary learning</b></li> <li>(1) To organize cross-departmental learning activities in the same KLA/ different KLA</li> <li>(2) To conduct curriculum mapping for interdisciplinary learning</li> </ul>	<ul style="list-style-type: none"> <li>5. A wide variety of learning tasks to showcase students' potentials in various aspects through different learning outcome to stretch students' potential</li> <li>6. At least one quality/ meaningful subject OLE is provided for students in each subject to increase meaningful learning experience</li> <li>7. Interdisciplinary curriculum in Technology KLA &amp; E&amp;RE Department to help students to serve the community through skills and knowledge in the subjects of Technology KLA</li> <li>8. About 80% of students show better understanding of the knowledge or skills or values embedded in the interdisciplinary learning &amp; RaC activities to enrich students' learning experience and to strengthen students' reading interests and skills</li> </ul>	<ul style="list-style-type: none"> <li>5. MCP survey</li> </ul>			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p><b>2. Students are able to learn actively with effective learning skills</b></p>	<p><b>To empower students with effective learning skills necessary for self-reflective learning through</b></p> <ul style="list-style-type: none"> <li>■ <b>Strengthening students’ language competencies and thinking skills</b></li> </ul> <p>(1) Language across the curriculum – increasing students’ language proficiency when using English as the medium of instruction through professional sharing and development, curriculum mapping, organizing campus interdisciplinary English activities</p> <p>(2) Reading across the curriculum – introducing tailor-made or theme-based reading materials and experiences for increasing students’ interests and exposure in different subjects</p> <p>(3) Generic skills – developing students’ creativity, problem-solving skill and critical thinking skills through experiential learning</p> <p>(4) To launch Reading across Curriculum in S3</p>	<ol style="list-style-type: none"> <li>1. Language focus and support (vocab lists/ specific technical terms/ sentence structures) are provided in learning materials of LaC departments</li> <li>2. Lesson studies practice between Eng and LaC departments (e.g. Maths) for professional sharing on strategies that promote verbalization of ideas</li> <li>3. At least 1 session of LaC reading activities (S1-S3) is organized per term</li> <li>4. Critical Friendship exercise between some departments to facilitate pedagogical exchange</li> <li>5. Learning Circle on Reading across the curriculum to broaden students’ knowledge base</li> <li>6. Deep reading activities adopted in some EMI subjects</li> <li>7. Students are interested in participating in the activities and can demonstrate their acquisition of the targeted language focus or pattern</li> <li>8. Students can share their views or reflection after reading the materials through oral or written output</li> <li>9. Students can demonstrate the generic skills through experiments and their learning outcomes or products</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from students</li> <li>2. Teachers’ feedback and sharing in meetings</li> <li>3. Monitoring and supervision and evaluation of department heads</li> </ol>	<p>• Whole Year</p>	<ul style="list-style-type: none"> <li>• All members of subject departments</li> <li>• LaC Team</li> <li>• Reading and Library Development Team</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Support</li> <li>• External service providers</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<ul style="list-style-type: none"> <li>■ <b>Enhancing students' learning skills for knowledge management</b></li> <li>(1) Learning skills including note-taking, note-making, summary making, use of graphical organisers are introduced and integrated in students' learning so as to create, organize, share and reuse knowledge acquired in the subject</li> </ul>	<ol style="list-style-type: none"> <li>1. Student can generate at least one graphic organizer as a summary of a learning topic each term in some subjects</li> <li>2. Students strengthen the habit of taking notes during lesson participation or writing summary to consolidate their learning</li> <li>3. Collaborative task is implemented to foster self-reflective learning</li> <li>4. 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</li> <li>5. RaC reading programme in S3 reading lessons</li> </ol>				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<ul style="list-style-type: none"> <li>■ <b>Deepening effective use of information technology in education</b></li> <li>(1) E-learning tools is continued to enhance students lesson engagement, feedback learning and self-learning</li> <li>(2) Blended learning mode is conducted during the half-day face-to-face school</li> <li>(3) Professional learning circle is organized for fostering teachers' professional development</li> <li>(4) BYOD is implemented in S1, S2 and S4</li> </ul>	<ol style="list-style-type: none"> <li>1. Students develop stronger interest and acquire subject knowledge through e-learning tools or platforms</li> <li>2. At least one attempt of e-learning is conducted in a subject each term</li> <li>3. Professional learning community of BYOD is conducted to share good practices and experiences among teachers to enhance their skills and applications</li> </ol>				

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	<p>To implement assessment for/as learning through</p> <ul style="list-style-type: none"> <li>■ Designing pre- and post-lesson tasks for self-reflective learning               <ol style="list-style-type: none"> <li>(1) Post-lesson tasks such as making summary, graphical organisers are used to help students reflect on their acquisition of knowledge and skills in the subjects</li> <li>(2) Using HKDSE statistical data to analyse strengths and weaknesses of students</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. Reflection tasks or post-lesson tasks are provided to facilitate students' self-reflection</li> <li>2. Exit tickets or other e-learning tools to consolidate students' learning &amp; facilitate self-reflective learning</li> <li>3. Statistical analysis of assignments and assessments for developing students' strength and managing weaknesses</li> <li>4. Analysis of HKDSE data is conducted in department meetings and lessons and revision assignments / quizzes / tests designed for students to understand the common weakness and make improvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Feedback from students</li> <li>2. Performance of students observed and evaluated</li> <li>3. Sharing and Evaluation among teachers</li> <li>4. Supervision and evaluation by department heads</li> <li>5. Class Observation and feedback</li> </ol>	Whole year	All members of subject departments	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<ul style="list-style-type: none"> <li>■ <b>Providing personalized quality feedback</b></li> <li>(1) Oral or written individualized feedback is given to improve students' learning</li> <li>(2) Constructive, clear and quality feedback is given to students during marking</li> </ul>	<ul style="list-style-type: none"> <li>5. More constructive oral/ written feedback given in assignments and assessments to help students to evaluate their learning outcomes and make improvements</li> <li>6. At least 60% of students agree that the feedback given by teachers are helpful for their learning</li> <li>7. Students are aware of their mistakes and the ways to make improvement through the oral/ written feedback from teachers</li> </ul>				

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	<p>To enhance learning and teaching effectiveness through</p> <ul style="list-style-type: none"> <li>■ <b>Fostering ongoing professional development and collaboration</b> <ol style="list-style-type: none"> <li>(1) Staff development programmes are arranged to echo the educational development needs and for building up team spirit and staff formation</li> </ol> </li> <li>■ <b>Cultivating learning and sharing culture among school community</b> <ol style="list-style-type: none"> <li>(1) Learning Circles are arranged for professional interflow among teachers including Reading across the Curriculum and IT in Education</li> <li>(2) 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</li> <li>(3) Angel system is set up to render more support to the new teachers</li> </ol> </li> </ul>	<ol style="list-style-type: none"> <li>1. At least 2-3 workshops/trainings/activities/ are organized to foster professional development</li> <li>2. 80% of the participating teachers agreed that the learning circles can develop their skills in pedagogies</li> <li>3. 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</li> <li>4. Learning circle on department leadership by the Principal to facilitate professional growth among new department heads</li> <li>5. One-third of the new teachers participate in the learning circles.</li> <li>6. Open classroom by mentor / department members (at least one)</li> <li>7. Co-planning among department members</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers' observation and feedback</li> <li>2. Survey</li> </ol>	Whole year	<ul style="list-style-type: none"> <li>• Staff Development and Mentoring Team</li> <li>• Teaching Management Team</li> <li>• IT in Ed and WebSams Team</li> <li>• LaC Team</li> <li>• Subject Department Heads / Team Heads</li> </ul>	



## 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	<p>Developing students' self-management skills/ collaboration skills / creativity / unleashing students' potential</p> <p>Enhancing students' initiative and self-direction</p> <p>Enhancing students' perseverance and resilience</p> <p>■ On Students</p> <p>(1) Value education is fully implemented in subject curriculum e.g. national identity through National Security Education as well as creativity, collaboration skills &amp; other generic skills through S2 Phenomenon-based Learning</p> <p>(2) Value Curriculum mapping for subject departments and teams</p> <p>(3) 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 &amp; Religious sharing, Suggested values for Class Teacher Periods (S1-S5), ECA, CLP counselling, S4 Experiential Leadership Programme, workshops &amp; talks etc.</p> <p>(4) Religious Theme &amp; Theme months of "Diligence" &amp; "Integrity"</p> <p>(5) Strengthening the anti-drug attitude of students by participating in Campus Anti-drug KOL Incubation Plan, Mock Trail Cup &amp; other anti-drug education programmes</p> <p>(6) Design lesson materials to enhance the values and the above qualities in the S5 Class Teacher Periods</p>	<p>1. Review of value education in different teams in curriculum and map out effective plans to reinforce positive values</p> <p>2. At least 70% of the students agree that the students' programmes/ activities organised 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</p> <p>3. At least 70% of the participating students in the anti-drug education programmes agree that the programmes can help them to strengthen their anti-drug attitude</p> <p>4. At least 2 sets of structured lesson materials are designed with positive feedback from CTS and students in S5</p>	<p>1. Teachers' observation</p> <p>1. Team/ Departmental evaluation meetings</p> <p>2. MCP Survey</p> <p>3. Appraisal</p>	Whole year	<ul style="list-style-type: none"> <li>Teams under Student Growth and Life Wide Learning Committee</li> <li>Members of subject departments</li> </ul>	<ul style="list-style-type: none"> <li>Materials for Mass &amp; Prayer Service</li> <li>Priests/Guest Speakers</li> <li>External service for workshops</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>■ <b>On Teachers</b></p> <p>(1) Understanding of the role of being a teacher and a class teacher is enhanced through induction and mentorship programme for new teachers as well as staff development programmes, e.g. Catholic School Teachers Day</p> <p>(2) Class teachers and deputy class teachers carried out a one-minute sharing on positive thinking during morning period at least once in a year to make positive impacts on students</p>	<p>1. At least 70% of the teachers agree that they understand better about their role of being a teacher and a class teacher</p> <p>2. At least 4 meaningful and well-structured Class Teacher Periods for S1-S5 are prepared and conducted by class teachers to enhance students' awareness and understanding of the values</p> <p>3. Class teachers conduct individual talk with students to encourage students and make them feel supported, loved and valued</p> <p>4. Class teachers and deputy class teachers conduct One-minute sharing on positive thinking during morning period to enhance the culture of positive thinking among students and teachers</p>				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
2. Students are encouraged to develop a positive relationship with others	<p><b>Nurturing students' sense of identity and belonging and the respect and care for others</b></p> <p>■ <b>On Students</b></p> <p>(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, Form meetings by Discipline Team</p> <p>(2) A heightened sense of belonging to the community and society through Basic Law Education, National Security Education and voluntary services</p> <p>(3) Theme months of "Respect for others" &amp; anti-bullying activity</p> <p>■ <b>On Parents</b></p> <p>(1) Parent Education is provided to promote harmonious parent-child relationship through School-based e-Parent Education on Mobile Phone and parent education talks and workshop to enhance well-being of parents and their understanding of the salient trends faced by teenagers</p> <p>(2) Parents' Day and Night for different forms to facilitate communication and maintain close home-school collaboration</p>	<p>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</p> <p>2. 70% of participating parents agree that they acquire some necessary skills and better understanding of the ways dealing with parent-child relationship</p>	<p>1. Sharing and evaluation of teachers</p> <p>2. Feedback from students and parents</p> <p>3. MCP Survey, APASO and Stakeholders' Surveys</p>	Whole year	<ul style="list-style-type: none"> <li>Teams under Student Growth and Life Wide Learning Committee</li> <li>Members of subject departments</li> </ul>	<ul style="list-style-type: none"> <li>External Service Providers</li> <li>Activity Afternoon</li> <li>Class teacher periods</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>3. Students are engaged in a meaningful learning experience for stretching their leadership potential</p>	<p><b>Building students' leadership capacity and responsibility</b>  <b>Enhancing the culture of positive thinking</b></p> <p>(1) School-level posts, class-based posts and other forms of trainings, programmes, schemes and exposures to enhance students' leadership capacity and responsibility</p> <p>(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, Community service for Prefect Team</p> <p>(3) Various platforms for students to voice out their opinions are provided e.g. Student Form by Student Council, "TO-day's Forum" (S2), One-minute presentation on positive thinking by each student</p> <p>(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</p>	<p>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</p> <p>2. 70% of the participants know more about the role and responsibility of different student leadership positions</p> <p>3. 70% of the participants agree that the training strengthens their self-confidence in tackling challenges in their leadership journey</p> <p>4. 70% of the key student leaders agree that they are willing to do reflection for their own improvement.</p> <p>5. 70% of the key student leaders agree that they are willing to nurture the younger students in the future.</p> <p>6. 70% of the post-bearers agree that the leadership programmes/ training can empower them with higher spirit of resilience</p>	<p>1. Sharing and evaluation of the Teams concerned</p> <p>2. Observation and feedback by teachers</p> <p>3. MCP Survey</p> <p>4. Feedback from students</p> <p>5. Records and Surveys e.g. MCP, Stakeholders'</p>	Whole year	<ul style="list-style-type: none"> <li>Teams under Student Growth and Life Wide Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>External service providers for leadership training workshops</li> </ul>

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	<p><b>Nurturing in our girls a heart of appreciating all that is good and beautiful</b>  <b>Encouraging our girls to learn from the good deeds and accomplishment of others</b>  <b>Developing in our girls to appreciate their own good deeds and accomplishments</b></p> <p>(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, ELDs, etc.  (3) Students are given opportunities to set goals and review their goals during Class Teacher Periods  (4) Delia's Day Bazaar to appreciate individual talent and to nurture a sense of achievement, pride and to experience joy through charity  (5) Inter-house competitions by Four Houses</p>	<p>1. 70% of the students are given a merit each term for being punctual to school.  2. 70% of the students are awarded the 'Punctuality Award' at the end of the school year.  3. 40% of ECA members will get at least 1 merit which is awarded to their responsibility and performance.  4. At least 70% of the participating students in Delia's Day helps them appreciate each other's potential and achievements as well as feeling joyful in serving the needy and the community to improve emotional well-being  5. Different inter-house competitions are organised by Four Houses to build up emotions such as joy, interest, hope, etc and to pursue success and self-recognition</p>	<p>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 ECA's.  5. Record of scholarships/ SDAS awardees/ academic and non-academic awards for internal and external competitions</p>	Whole year	<ul style="list-style-type: none"> <li>Teams under Student Growth and Life Wide Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher periods</li> <li>Experiential Learning Days</li> <li>School Assemblies</li> </ul>

**Tak Oi Secondary School****School-based Medium of Instruction Plan for Junior Secondary School Levels  
(Arrangements for Secondary One Students Admitted in the 2022/23 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 – held in August 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 two lessons 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 Speaking 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.
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, Liberal Studies, Technology & Living as well as Mathematics.

The four EMI subjects have different levels of language objectives and learning targets across the levels. Basically all four 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. In addition, English teachers will observe the lessons of Life and Society as Mathematics during the annual Critical Friendship exercise, creating opportunities for professional dialogues with a focus on classroom instructions and ways to help students to express their ideas verbally.

8. Collaboration among Subject Departments is also seen in the LAC Extensive Reading Programme among English, Life and Society, Mathematics, Technology and Living as well as Integrated Science at S1S2 levels to expose students to a variety of non-language arts reading materials encompassing some specific themes and topics. The S3 RaC Programme gets students engaged in reading and viewing materials across KLAs (Life and Society, Mathematics, Technology and Living, History, Geography, Chemistry, Biology as well as Business and Economics). In both programmes, students will take part in some interactive reading activities conducted during Reading lessons so that they can practise making connection with what they are reading to personal experiences or knowledge.
9. 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.
10. 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.
11. 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 2022-2023 academic year, verbalization of ideas, catering for leaning diversity, and self-reflective learning become essential elements of an effective lesson.
12. 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 Reading across the Curriculum and IT in Education.

**Tak Oi Secondary School**  
**Plan on Use of Capacity Enhancement Grant (CEG) 2022/23**

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: \$508,000	- 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 employ pastoral staff		Salary of staff including MPF: \$120,000	- Smooth operation of activities and non-teaching duties of teachers are reduced	- Performance appraisal of the staff and comments from teachers	Teacher in-charge
				<b>Total: 628,000</b>			



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

	<b>Area</b>	<b>Expected Expenses (\$)</b>
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
	<b>Total Expected Expenditure</b>	<b>300,000</b>

**Tak Oi Secondary School**  
**Diversity Learning Grant (DLG)**  
**Program and Budget 2022/23**

Appendix 4

Name of Programme	Participants	Period	Budget (HK\$)
1. English - Enrichment class	S5	2022 Sept – 2023 May	10,200
2. Mathematics - Enhancement class - Enhancement class	S4 S5	2023 Feb – Mar & May 2023 Feb – May	4,320 4,320
3. Geography - Field studies	S4-S5	2023 Jan – May	8,000
4. Chemistry - Enhancement class - Enhancement class	S5 S6	2022 Sept – 2023 May 2022 Sept – 2023 Jan	3,000 3,600
5. Economics - Enhancement class	S5	2023 Feb – May	1,200
6. Biology - Enhancement class	S5-S6	2022 Sept – 2023 May	9,800
7. Chinese History - Outing and competition	S4–S6	2022 Sept – 2023 May	4,000
8. History - Enhancement class - Enhancement class	S6 S5	2022 Sept – Nov 2023 Jan – May	2,000 4,000
<b>Total</b>			<b>54,440</b>

**Tak Oi Secondary School**  
**Plan on Use of Enhanced Chinese Learning and Teaching for**  
**Non-Chinese Speaking Students (NCS) 2022/23**

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 2022 – August 2023	Salary of contract teacher(s) including MPF : \$1,262,000	- Teaching duties of teachers concerned are reduced	- Collection of opinion from teachers	Head of Chinese Language Department
				<b>Total: 1,262,000</b>			

**Tak Oi Secondary School**  
**Learning and Support Grant (LSG)**  
**Budget Plan 2022/23**

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 development officer to take care of the students in classroom learning and daily school life	September 2022 – August 2023	Salary including MPF : \$303,000
	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		\$30,000
		To conduct activities and workshops		\$5,000
				<b>Total: 338,000</b>

**Tak Oi Secondary School**  
**Plan on the Use of the Life-wide Learning Grant**  
**2022/2023**

**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 <input type="checkbox"/> 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	<b>Local Activities:</b> 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	Biology Olympiad, SSMSC competition etc	2022/9/1-2023/7/31	S5	30	\$1,500.00	\$50.00	To encourage students to participate in external competitions	Science	Completion of the competition with certificates	<input checked="" type="checkbox"/>					Ms Jamie Lam
2	ELD - Visiting Calbee	2023/6/23-7/12	S4-S6	30	\$2,000.00	\$66.67	To provide opportunities for students to know more about the business world	Economics	Students' feedback & teachers' observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	Mr Dick Chan

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 <input type="checkbox"/> 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	
3	ELD - Economics activities	2023/6/23-7/12	S4&S5	30	\$1,500.00	\$50.00	To provide opportunities for students to know more about the business world	Economics	Students' feedback & teachers' observation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	Ms Theresa Chan
4	English debate training	2022/9-2023/5	S2-S5	15	\$15,000.00	\$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		<input checked="" type="checkbox"/>				Ms Angie Leung
5	English newspaper team	2022/9/5-2023/7/31	S1-S6	30	\$12,000.00	\$400.00	To provide students with opportunities to apply their English language skills outside classrooms by creating original contents and conducting interviews with different stakeholders	English Language & Moral Education	The published materials will be proofread and edited by teacher in-charge		<input checked="" type="checkbox"/>				Ms Angie Leung

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 <input type="checkbox"/> 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	
6	ELD - History activities	2023/6/23-7/12	S4&S5	30	\$3,000.00	\$100.00	To provide experiential learning opportunities for students	History	Students' performance and feedback	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				Mr Kafes Yiu
7	Mock trial competition	2022/9/1-2023/6/30	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		<input checked="" type="checkbox"/>				Mr Heinz Luk
8	HKMO course	2022/9/1-2023/7/31	S1-S3	30	\$25,000.00	\$833.33	To provide trainings on advanced Mathematics to math-gifted and interested students aiming at participating in different external inter-school Maht and competitions. s for students to know more about the business	Mathematics	Students' feedback and teachers' observation	<input checked="" type="checkbox"/>					Mr Hensel Cheung

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 <input type="checkbox"/> 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	
							world								
9	Sports experiential days	2023/1/17-1/18	S1-S6	660	\$40,000.00	\$60.61	To provide opportunity for students to excel their sports talents and enhance their physical development	Physical Education & Value Education	Students' feedback and teachers' observation			✓	✓		Ms Amy Choi
10	ELD - EC Inquiry Studies	2022/9/1-2023/8/31	S4	111	\$2,400.00	\$21.62	To provide resources for showcase in Experiential learning day	Cross-Disciplinary (Others)	Students' feedback and teachers' observation	✓	✓				Mr Heinz Luk
11	ELD - EC Development Team preparation materials	2023/6/23-7/12	S2-S4	339	\$7,200.00	\$21.24	To showcase students' learning experience in the ELD	Cross-Disciplinary (STEM)	Students' feedback and teachers' observation	✓					Mr Julian Yu
12	Guidance talk and the follow-up workshops	2022/9/1-2023/8/31	S1-S3	331	\$6,500.00	\$19.64	To promote mental health	Mental Health	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
13	Class teachers period activities on class-based issues	2022/9/1-2023/8/31	S1-S6	660	\$22,850.00	\$34.62	To promote mental health	Mental Health	Students' feedback and teachers' observation		✓				Ms Jeannie Ho



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 <input type="checkbox"/> 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	
14	Guidance prefect team activities	2022/9/1-2023/8/31	S1-S6	660	\$5,200.00	\$7.88	To promote mental health	Values Education	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
15	You have all our blessings	2023/2	S6	107	\$1,605.00	\$15.00	To show our support to S6 students	Values Education	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
16	Social skill workshops	2022/9/1-2022/12/31	S1& S2	28	\$12,800.00	\$457.14	To nurture students' positive attitudes when communicating with others	Moral, Civic and National Education	Students' feedback and teachers' observation		✓				Ms Jeannie Ho
17	Mindful yoga for all S5 & S6	2022/9/1-2023/7/31	S5& S6	218	\$30,700.00	\$140.83	To cultivate students' positive emotions and stress release	Mental Health	Students' feedback and teachers' observation		✓	✓			Ms Jeannie Ho
18	Basic course on mental health for all Guidance Prefects	2022/9/1-2022/12/31	S1-S6	20	\$10,000.00	\$500.00	To stretch students' potential and nurture their positive values and attitudes	Values Education	Students' feedback and teachers' observation		✓	✓			Ms Jeannie Ho

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 <input type="checkbox"/> 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	
19	Career talk and workshops	2022/9/1-2023/7/31	S4 & S5	222	\$5,000.00	\$22.52	To enhance students understanding of the future careers and study opportunities	Moral, Civic and National Education	Students' feedback and teachers' observation		✓			✓	Ms Karen Lui
20	Career & life planning programmes	2022/9-2023/7	S3-S6	300	\$50,000.00	\$166.67	To enhance students' understanding of careers world and multiple pathway and equip them with the essential skills and values	Moral, Civic and National Education	Students' feedback and teachers' observation		✓			✓	Ms Karen Lui
21	Workplace and institution visits	2022/9-2023/7	S3-S5	200	\$10,000.00	\$50.00	To enhance students understanding of careers world and multiple pathway	Moral, Civic and National Education	Students' feedback and teachers' observation		✓			✓	Ms Karen Lui
22	Sex education and internet addiction workshops	2022/9/1-2023/7/31	S4	111	\$6,000.00	\$54.05	To build up the positive relationship with the peers	Values Education	Feedback from S4 class teachers and students		✓				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 <input type="checkbox"/> 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	
23	Ad hoc external value education programmes and activities	2022/9/1-2023/7/31	S1-S6	60	\$3,000.00	\$50.00	To enhance the positive values among the students	Values Education	Feedback from Value Edu Student Team members and students		✓				Mr Kafes Yiu
24	Experiential leadership programme	2022/9-2023/6	S4	111	\$50,000.00	\$450.45	To cultivate personal leadership among students	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
25	Key student leaders induction	2022/9/30	S1	23	\$2,500.00	\$108.70	To enhance student leaders' understanding of leadership	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
26	Key student leaders reflection booklet	2022/9-2023/5	S1	23	\$1,000.00	\$43.48	To encourage student leaders to have a regular practice of reflection	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
27	TOSS Bud Young Leaders project	2022/10-2023/3	S2-S3	20	\$20,000.00	\$1,000.00	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		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 <input type="checkbox"/> 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	
28	Key student leaders interim reflection workshop	2023/1/29	S1	23	\$10,000.00	\$434.78	To conduct student leaders' self evaluation for 1st term and goal setting for 2nd term	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
29	Key student leaders year end conclusion	2023/5/20	S1	23	\$2,500.00	\$108.70	To conclude the performance of student leaders	Leadership Training	Students' feedback and teachers' observation		✓		✓		Mr Heinz Luk
30	TOSS APPS leadership development project	2023/5-2023/9	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
31	ECA Committee training workshop	2022/10/15	S1-S6	42	\$3,000.00	\$71.43	To enhance committee members understanding of leadership	Leadership Training	Students' feedback and teachers' observation		✓		✓		Ms Crystal Yu

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 <input type="checkbox"/> 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	
32	School-based Volunteer Award Scheme-My Volunteer Footprint	2022/9/1-2023/7/31	S1-S6	660	\$2,000.00	\$3.03	To develop moral and ethical responsibility to our community and to enhance social and civic responsibility	Moral, Civic and National Education	Number of awardees and nature of volunteer services		✓		✓		Ms YS Wong
33	School picnic	2022/11/10	S1-S6	660	\$75,000.00	\$113.64	To enhance a sense of belonging to school community and to promote a harmonious relationship with peers	Values Education	Students' feedback and teachers' observation		✓				Ms YS Wong
34	Volunteer service project and workshops	2022/9/1-2023/7/31	S1-S6	660	\$20,000.00	\$30.30	To enrich students with learning experiences	Moral, Civic and National Education	Students' feedback and teachers' observation		✓		✓		Ms YS 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 <input type="checkbox"/> 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	
35	Photography training courses	2022/10/10-11/30	S2-S5	20	\$8,000.00	\$400.00	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
36	ECA - Chinese Instrumental course	2022/9/1-2023/7/31	S1-S6	30	\$68,000.00	\$2,266.67	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 Virginia Chan
37	ECA - Dance Team lessons	2022/10-2023/7	S1-S3	15	\$12,875.00	\$858.33	To develop students' dancing potential and cultivate team spirit and confidence	Arts (Others)	Teachers' observation and students' questionnaire			✓			Ms Carmen So

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 <input type="checkbox"/> 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	
38	ECA - Chinese Debate Team course	2022/9/1-2023/7/31	S2-S5	15	\$9,900.00	\$660.00	To enhance students' debating skills and reasoning thinking	Moral, Civic and National Education	Students' feedback and teachers' observation		✓				Ms Katy To, Ms Sylvia Ngun
39	ECA - Girl Guides	2023/2	S1-S3	331	\$4,000.00	\$12.08	To enhance students' belonging to Girl Guides, to facilitate the learning of different skills and to increase students' participation of activities	Moral, Civic and National Education	Students' feedback and teachers' observation		✓				Ms Lydia Ouyang, Ms Katie Cheung
40	ECA - Choir training class	2022/9/1-2023/7/31	S1-S5	60	\$16,000.00	\$266.67	To help students develop musical skills and knowledge	Arts (Music)	Students' feedback and teachers' observation			✓			Ms Virginia Chan
41	ECA - Red Cross	2022/9/1-2023/6/30	S1-S5	30	\$3,200.00	\$106.67	To facilitate the learning of first aid skills	Moral, Civic and National Education	Students' feedback and teachers' observation				✓		Ms Monica Chan, Jamie Lam

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 <input type="checkbox"/> 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	
42	ECA - Western Instrumental	2022/9/1-2023/7/31	S1-S5	80	\$112,000.00	\$1,400.00	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 Virginia Chan
43	ECA - Chinese Orchestra	2022/9/1-2023/7/31	S1-S5	25	\$24,400.00	\$976.00	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 Virginia Chan
44	ECA - Badminton Team training class	2022/9/1-2023/7/31	S1-S5	30	\$27,850.00	\$928.33	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



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 <input type="checkbox"/> 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	
45	ECA - Basketball club/team training class	2022/9/1-2023/7/31	S1-S5	30	\$27,150.00	\$905.00	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 Joanne Ohlson
46	ECA - Athletics club/team training class	2022/9/1-2023/7/31	S1-S5	30	\$26,450.00	\$881.67	To provide opportunities and systematic training to students so that they can excel their talents in athletics	Physical Education	Students' feedback and teachers' observation			✓			Ms Amy Choi
47	ECA - Table tennis club/team training class	2022/9/1-2023/7/31	S1-S5	30	\$15,950.00	\$531.67	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			✓			KY Luk

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 <input type="checkbox"/> 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	
48	ECA - Volleyball club/team training class	2022/9/1-2023/7/31	S1-S5	30	\$27,850.00	\$928.33	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 Joanne Ohlson
49	ECA - Aesthetics club training class	2022/9/1-2023/7/31	S1-S5	30	\$6,300.00	\$210.00	To enhance students' creativity & interest in making handicraft	Arts (Visual Arts)	Students' feedback and teachers' observation			✓			Rebecca So
50	ECA - String ensemble training class	2022/9/1-2023/7/31	S1-S5	10	\$14,000.00	\$1,400.00	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 Virginia Chan

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 <input type="checkbox"/> 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	
51	SportsCHAT	2022/10-2023/5	S1-S5	20	\$40,000.00	\$2,000.00	To provide an opportunity to students in doing sports and building confidence.	Physical Education	Students' feedback and teachers' observation			✓			Ms Amy Choi
52	ECA - Stage performance team training class	2022/10-2023/5	S2-S5	20	\$63,000.00	\$3,150.00	To help student to explore their personal values and to appreciate the values and attitudes of their own and other communities.	Values Education	Students' feedback and teachers' observation		✓				YS Wong
53	Chinese Cultural Day	2023/2/16	S1-S6	684	\$50,000.00	\$73.10	To provide an opportunity to students for appreciation of Chinese culture through performance and workshops.	Moral, Civic and National Education	Students' feedback and teachers' observation		✓				YS Wong
<b>Sub-total of Item 1.1</b>				<b>8,047</b>	<b>\$1,080,680.00</b>										

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 <input type="checkbox"/> in 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	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1															
2															
3															
<b>Sub-total of Item 1.2</b>				<b>0</b>	<b>\$0.00</b>										
<b>Total for Category 1</b>				<b>8,047</b>	<b>\$1,080,680.00</b>										

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

No.	Item	Purpose	Estimated Expenses (\$)
1			
2			
3			
<b>Estimated Expenses for Category 2</b>			<b>\$0.00</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$1,080,680.00</b>

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	660
Estimated number of student beneficiaries:	660
Percentage of students benefitting from the Grant (%):	100%

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

**Tak Oi Secondary School**  
**Plan on the Use of the Promotion of Reading Grant**  
**2022 - 2023 School Year**

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

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	
	<input checked="" type="checkbox"/> Printed books	\$40,000.00
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	<input type="checkbox"/> eRead Scheme	\$11,000.00
	<input checked="" type="checkbox"/> Other scheme : Wisenews	
3.	Reading Activities	
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	\$20,000.00
	<input type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input type="checkbox"/> 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>	\$15,000.00
	➤ <u>Book store visit and activity</u>	
	<b>Total:</b>	<b>\$86,000.00</b>
	Unspent Balance:	--

\* Please tick the appropriate boxes or provide details

**Tak Oi Secondary School**  
**Plan on Use of School Executive Officer Grant (SEOG) 2022/23**

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 strengthen administrative support for school daily operation	To hire executive officer(s) or to procure school administration-related services from service providers	September 2022 – August 2023	Salary of executive officer(s) including MPF and service fee : \$470,000	<ul style="list-style-type: none"> <li>- Non-teaching duties of the teaching staff concerned are reduced</li> <li>- Creating room for the teaching staff to focus on core education tasks and take care of student development</li> </ul>	- Performance appraisal of the staff	--
				<b>Total: 470,000</b>			

**Tak Oi Secondary School**  
**School-based After-school Learning and Support Programmes (SBG)**  
**Program and Budget 2022/23**

Name of Programme	Participants	Period	Budget (HK\$)
1. English Language :			
- Phonics classes	S1-S2	2022/10-2023/5	6,000
- Enhancement classes	S3	2022/9/29-2023/5/11	8,400
2. Mathematics :			
- Enhancement classes	S3	2022/11 & 2023/5	3,600
3. Learning Support Team :			
- 1 <sup>st</sup> & 2 <sup>nd</sup> term pre/post exam revision classes	S1 – S2	2022/11/1 – 2023/8/31	20,000
<b>Total</b>			<b>38,000</b>



德愛中學  
2022-2023 年度姊妹學校交流計劃書

內地姊妹學校名稱：等候教育局配對姊妹學校

項目編號	交流項目名稱及內容	預期目標	監察／評估	津貼分配
	等候教育局配對姊妹學校，暫時未有具體計劃。			

本計劃書已獲得本校法團校董會／校董會批核。

Endorsed by  
The Incorporated Management Committee  
of  
Tak Oi Secondary School

Submitted by : *Natasha Tsang*  
Ms Tsang Pui Ki, Natasha  
Principal

Date : 20 October 2022