



Annual School Plan
2021/2022

Tak Oi Secondary School

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Tak Oi Secondary School

Annual School Plan

2021-2022

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
2021-2022**

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 <ul style="list-style-type: none"> - reviewing school-based curriculum - increasing meaningful learning experience and exposure - enhancing interdisciplinary learning 	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - strengthening students' language competencies and thinking skills - enhancing students' learning skills for knowledge management - deepening effective use of information technology in education 	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - designing pre- and post-lesson tasks for self-reflective learning - providing personalized quality feedback 	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - fostering ongoing professional development and collaboration - cultivating learning and sharing culture among the school community 	<ul style="list-style-type: none"> - 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
<p>Students are able to develop meaning and positive emotions in life with confidence and self-awareness</p>	<p>Developing students' self-management skills / collaboration skills / creativity / unleash students' potential (P, E)</p> <p>Enhancing students' initiative and self-direction (E, M)</p> <p>Enhancing students' perseverance and resilience (E, M)</p>	<p>1. Students</p> <ul style="list-style-type: none"> - 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 <p>2. Teachers</p> <ul style="list-style-type: none"> - 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
<p>Students are encouraged to develop a positive relationship with others</p>	<p>Nurturing students' sense of identity and belonging and the respect and care for others (P, R, M)</p>	<ul style="list-style-type: none"> - 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) <p>Parents</p> <ul style="list-style-type: none"> - 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	<p>Building students' leadership capacity and responsibility (E, R, M)</p> <p>Enhancing the Culture of Positive Thinking (P, M, A)</p>	<ul style="list-style-type: none"> - 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'	<p>Nurturing in our girls a heart of appreciating all that is good and beautiful. (P, M, A)</p> <p>Encouraging our girls to learn from the good deeds and accomplishments of others. (E, R, A)</p> <p>Developing in our girls to appreciate their own good deeds and accomplishments (P, R, A)</p>	<ul style="list-style-type: none"> - 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	<p>To enrich students' learning experience through</p> <p>■ Reviewing school-based curriculum</p> <p>(1) To align with the educational development spirit and curriculum such as National Security Education, value education, STEM education, revised curriculum for core 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>Targets set on department level in :</p> <p>1. Extended curriculum from S2 – S4 is well structured and delivered in which students are able to acquire some necessary knowledge, skills and value through experiential learning</p> <p>2. Materials update, scaffolding practices, differentiated exercises, bonus questions, tailor-made / class-based questions and learning materials designed with more specific targets on topics and levels of students</p> <p>3. At least one meaningful subject OLE is provided for students in each subject</p> <p>4. At least 60% of students show better understanding of the knowledge or skills or values embedded in the interdisciplinary learning activities</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> <p>5. MCP survey</p>	Whole year	<ul style="list-style-type: none"> Teachers of all subject departments 	<ul style="list-style-type: none"> IT Hardware and Software
	<p>■ Increasing meaningful learning experience and exposure</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>					
	<p>■ Enhancing interdisciplinary learning</p> <p>(1) To organize cross-departmental learning activities</p> <p>(2) To conduct curriculum mapping for interdisciplinary learning</p>					

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>2. Students are able to learn actively with effective learning skills</p>	<p>To empower students with effective learning skills necessary for self-reflective learning through</p> <ul style="list-style-type: none"> ■ Strengthening students' language competencies and thinking skills (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 (2) Reading across the curriculum – introducing tailor-made or theme-based reading materials and experiences for increasing students interests and exposure in different subjects (3) Generic skills – developing students' creativity, problem-solving skill and critical thinking skills through experiential learning 	<ol style="list-style-type: none"> 1. Language focus and support are provided in learning materials of LaC departments 2. Lesson studies practice between Eng and LaC departments 3. At least 2 LaC interdisciplinary activities are organized per term 4. Learning Circle on Reading across the curriculum 5. Students are interested in participating the activities and can demonstrate their acquisition of the targeted language focus or pattern 6. Students can share their views or reflection after reading the materials through oral or written output 7. Students have a deeper understanding of the subject content through reading 8. Students can demonstrate the generic skills through experiments and their learning outcomes or products 	<ol style="list-style-type: none"> 1. Feedback from students 2. Teachers' feedback and sharing in meetings 3. Monitoring and supervision and evaluation of department heads 	<p>• Whole Year</p>	<ul style="list-style-type: none"> • All members of subject departments • LaC Team • Reading and Library Development Team 	<ul style="list-style-type: none"> • Financial Support • External service providers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<ul style="list-style-type: none"> ■ Enhancing students' learning skills for knowledge management (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 	<ul style="list-style-type: none"> • Student can generate at least one graphic organizer as a summary of a learning topic each term in some subjects • Students develop the habit of taking notes during lesson participation • 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 				
	<ul style="list-style-type: none"> ■ Deepening effective use of information technology in education (1) E-learning tools is continued to enhance students lesson engagement, feedback learning and self-learning (2) Blended learning mode is conducted during the half-day face-to-face school (3) Professional learning circle is organized for fostering teachers' professional development (4) BYOD for S1 students is implemented in the 2nd term 	<ul style="list-style-type: none"> • Students develop stronger interest and acquire subject knowledge through e-learning tools or platforms • At least one attempt of e-learning is conducted in a subject each term 				

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> <p>■ Designing pre- and post-lesson tasks for self-reflective learning</p> <p>(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</p> <p>(2) Using HKDSE statistical data to analyse strengths and weaknesses of students</p>	<p>1. At least 60% of students agree that the feedback given by teachers are helpful for their learning</p> <p>2. Analysis of HKDSE data is conducted in department meetings and revision assignments designed for students</p>	<p>1. Feedback from students</p> <p>2. Performance of students observed and evaluated</p> <p>3. Sharing and Evaluation among teachers</p>	Whole year	All members of subject departments	
	<p>■ Providing personalized quality feedback</p> <p>(1) Oral or written individualized feedback is given to improve students' learning</p> <p>(2) Constructive, clear and quality feedback is given to students during marking</p>	<p>1. Reflection or post-lesson or learning tasks are provided to facilitate students' self-reflection</p> <p>2. Students are aware of their mistakes and the ways to make improvement through the feedback from teachers</p>	<p>4. Supervision and evaluation by department heads</p> <p>5. Class Observation and feedback</p>			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>4. Teachers are equipped with the necessary concepts, knowledge and skills for self-reflective learning</p>	<p>To enhance learning and teaching effectiveness through</p> <ul style="list-style-type: none"> ■ Fostering ongoing professional development and collaboration <ol style="list-style-type: none"> (1) Staff development programmes are arranged to echo the educational development needs and for staff formation i.e. National Security Education and cultivation of spiritual wellness ■ Cultivating learning and sharing culture among school community <ol style="list-style-type: none"> (1) Learning Circles are arranged for professional interflow among teachers including Reading across the Curriculum and IT in Education (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 	<ol style="list-style-type: none"> 1. At least 3 workshops/trainings/activities/ are organized to foster professional development 2. 80% of the participating teachers agreed that the learning circles can develop their skills in pedagogies 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 environment 4. One-third of the new teachers participate in the learning circles. 5. Open classroom by mentor (at least one) 	<ol style="list-style-type: none"> 1. Teachers' observation and feedback 2. Survey 	<p>Whole year</p>	<ul style="list-style-type: none"> • Staff Development and Mentoring Team • Teaching Management Team • 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	<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 embedded in subject curriculum e.g. national identity through National Security Education as well as empathy through S2 Phenomenon-based Learning</p> <p>(2) 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, Student Growth Lessons, Class Teacher Periods, CLP counselling etc.</p>	<ul style="list-style-type: none"> At least 70% of the teachers agree that the teachers' programmes can help them better understand themselves and gain positive emotions in their experiences and learning 	<ol style="list-style-type: none"> Teachers' observation Team/ Departmental evaluation meetings MCP Survey Appraisal 	Whole year	<ul style="list-style-type: none"> Teams under Student Growth and Life Wide Learning Committee Members of subject departments 	<ul style="list-style-type: none"> 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
	<p>■ On Teachers</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 on wellness</p>	<ol style="list-style-type: none"> 1. At least 70% of the teachers agree that they understand better about their role of being a teacher and a class teacher 2. 70% of the topics or themes for Class Teacher Period are planned to enhance initiative, self-direction, perseverance and resilience 3. Class teachers conduct individual talk with students to encourage them and discover their qualities 				

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>Nurturing students' sense of identity and belonging and the respect and care for others</p> <p>■ On Students</p> <p>(1) Positive and Meaningful relationship with peers and teachers are developed at different levels through joining different activities e.g. Singing Contest, Class-based Activity Day, Sports Day, S4 Experiential Leadership Programme, voluntary work and service as student leaders</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>■ On Parents</p> <p>(1) Parent Education is provided to promote harmonious parent-child relationship through School-based e-Parent Education on Mobile Phone and talks and workshops</p>	<ol style="list-style-type: none"> 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 70% of participating parents agree that they acquire some necessary skills and better understanding of the ways dealing with parent-child relationship 	<ol style="list-style-type: none"> Sharing and evaluation of teachers Feedback from students and parents MCP Survey, APASO and Stakeholders' Surveys 	Whole year	<ul style="list-style-type: none"> Teams under Student Growth and Life Wide Learning Committee Members of subject departments 	<ul style="list-style-type: none"> External Service Providers Activity Afternoon Class teacher periods

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	<p>Building students' leadership capacity and responsibility Enhancing the culture of positive thinking</p> <p>(1) School-level posts, class-based posts and other forms of trainings and exposures are given to students</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</p> <p>(3) Various platforms for students to voice out their opinions are provided e.g. Student Form by Student Council</p>	<p>1. 70% of the participants know more about the role and responsibility of different student leadership positions</p> <p>2. 70% of the participants agree that the training strengthens their self-confidence in tackling challenges in their leadership journey</p> <p>3. 70% of the key student leaders agree that they are willing to do reflection for their own improvement.</p> <p>4. 70% of the key student leaders agree that they are willing to nurture the younger students in the future.</p>	<p>1. Sharing and evaluation of the Teams concerned</p> <p>2. Observation and feedback by teachers</p> <p>3. Feedback from students</p> <p>4. Records and Surveys e.g. MCP, Stakeholders'</p>	Whole year	<ul style="list-style-type: none"> Teams under Student Growth and Life Wide Learning Committee 	<ul style="list-style-type: none"> 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	<p>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</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</p>	<p>1. 70% of the classes meet the requirement set in each phase of the 'Punctuality Scheme'. 2. 70% of the students are given a merit each term for being punctual to school. 3. 70% of the students are awarded the 'Punctuality Award' at the end of the school year. 4. 40% of ECA members will get at least 1 merit which is awarded to their responsibility and performance.</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.</p>	Whole year	<ul style="list-style-type: none"> Teams under Student Growth and Life Wide Learning Committee 	<ul style="list-style-type: none"> Class teacher periods Experiential Learning Days School Assemblies

School-based Medium of Instruction Plan for Junior Secondary School Levels (Arrangements for Secondary One Students Admitted in the 2021/22 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 Foundation Course – normally 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 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. What has been developed in both S1 and S2 levels will be used in 2021/22 with modification.
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 Technology and Living teachers 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, Liberal Studies, 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. Students will orally present their book reports to their class teachers. Post-reading exercises are placed next to the LAC Book Corner in the library. English Ambassadors are arranged to conduct reading activities regularly to give students opportunities to practise making connection with what they are reading to personal experiences or knowledge.
9. 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.
10. 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 2021-2022 academic year, the structured lesson continues to be on verbalization of ideas.
11. 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
Manpower Deployment Plan for the Surplus Laboratory Technician 2021/2022

Task	Timeline	Detail of the Task
1. To assist in the planning, coordinating and implementing science-related learning materials/modules for sustaining STEM education in school	September 2021-July 2022	Secondary 2 – STEM for all: Phenomenal-based learning Programme 2122 Objective: To provide a chance for all students to experience STEM-related education through the use of micro:bit and the prototype making projects Role of the laboratory technician: <ul style="list-style-type: none"> ➤ To research information for the learning modules ➤ To cooperate with the Science, Maths, and Computer Literacy teachers in the planning and preparation process ➤ To engage in module-related staff training workshops ➤ To prepare materials and apparatus for organizing training workshop about using microbit and prototype making activities in the project ➤ To source and order materials and the necessary equipment ➤ To conduct pre-lab/activity trial run ➤ To give suggestions and possible solutions for feedback and improvement ➤ To assist the production of videos for future use ➤ To help organize experience sharing / showcase sessions for students
2. To assist in the implementation of the Highflyer and exploring STEM programmes	September 2021-July 2022	Secondary 3 – Highflyer and exploring STEM programmes 2122 Objective: To stretch the potentials of the students with keen interest in STEM with the development of the learning module related to Aquaponics Role of the laboratory technician <ul style="list-style-type: none"> ➤ To prepare materials, chemicals and apparatus for organizing lab work ➤ To prepare relevant documents for purchasing materials/apparatus ➤ To conduct pre-lab experiments ➤ To give suggestions and possible solutions for feedback and improvement ➤ To help organize experience sharing / showcase sessions for students ➤ To manage the school aquaponics facilities
3. To identify suitable Science-related competitions and to coach students to take part in the competition so as to promote Science / STEM education in school	September 2021-August 2022	Objective: To help build up an investigative spirit in school & to reinforce the spirit of collaboration among different science subjects. Role of laboratory technician <ul style="list-style-type: none"> ➤ To search for relevant competitions suitable for the students ➤ To communicate with teacher and organisations concerned ➤ To purchase materials and apparatuses for the competition ➤ To help the promotion of the competitions and the selection of student participant ➤ To give necessary input and guidance to students throughout the process ➤ To give support to teachers whenever required ➤ To handle relevant paperwork
Role of the laboratory technician also covers the following STEM-related development in the school <ul style="list-style-type: none"> ➤ To prepare the materials and organize pre-lab for the activities out of lesson time such as games set for primary school game booths, school visits and the two STEM clubs ➤ To assist the implementation and follow-up work of the QEF Project titled “school-based STEM Education Curriculum” ➤ To attend Science / STEM-related seminars and workshops for professional development 		

Tak Oi Secondary School
Plan on Use of Capacity Enhancement Grant (CEG) 2021/22

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 2021 – August 2022	Salary of staff including MPF: \$465,000	- 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 multi-media activities for students	To employ multi-media support staff		Salary of staff including MPF: \$237,000	- Smooth operation of activities and non-teaching duties of teachers are reduced	- Performance appraisal of the staff and comments from teachers	Assistant Principal
				Total: 702,000			

Tak Oi Secondary School
Plan on Use of Career and Life Planning Grant (CLPG) 2021/2122

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
Curriculum Support and Development	1. To support in life planning education and career guidance work	To employ career and life planning development officer	September 2021 – August 2022	Salary including MPF : \$378,000	<ul style="list-style-type: none"> - Assist in the planning and co-ordination of the work in life education and careers guidance - The contents and scope of the level of career guidance service is enriched and expanded 	<ul style="list-style-type: none"> - Performance appraisal of the staff 	Head of Career and Life Planning Team
Administration and activities support	1. To obtain external professional services in conducting life planning education and career guidance support	To arrange school based workshops, programs and activities		Annual expenses : \$100,000	<ul style="list-style-type: none"> - Smooth operation of careers activities and non-teaching duties of teachers are reduced - The elements of whole-person development and life-long learning are enhanced and enriched with professional support 	<ul style="list-style-type: none"> - Collection of opinion from teachers - Review on the implementation of the activities 	
	2. To obtain related reference materials	To purchase related reference materials		Annual expenses : \$10,000	<ul style="list-style-type: none"> - Sufficient information to assist in careers guidance work and a knowledge-based information centre is developed 	<ul style="list-style-type: none"> - Collection of opinion from teachers - Regular use of the reference materials 	
				Total:488,000			

Tak Oi Secondary School
Diversity Learning Grant (DLG) Program and Budget 2021/22

Name of Programme	Participants	Period	Budget (HK\$)
1. English - Enrichment class	S5	2021/10/11-2022/4/25	7,600
2. Mathematics - Enhancement class	S5	2022 Feb – Jun	7,560
3. Physics - Enhancement class	S5	2021 Nov – 2022 May	1,500
4. Geography - Enhancement class - Field studies	S6 S4-S5	2021 Sept – 2022 Jan 2022 Jan – May	5,000 8,000
5. Chemistry - Enhancement class - Enhancement class	S5 S6	2021 Sept – 2022 May 2021 Sept – 2022 May	2,100 3,500
6. Economics - Enhancement class	S5	2022 Feb – May	1,200
7. Biology - Enhancement class	S5-S6	2021 Sept – 2022 May	9,800
8. Chinese History - Outing and competition	S4-S6	2021 Sept – 2022 May	4,000
9. Extended Curriculum - Persuasive writing, public speaking and Debating class	S4	2021/9/9-2022/6/2	33,300
10. History - Enhancement class - Enhancement class	S6 S5	2021 Sept – Nov 2022 Jan – May	2,000 4,000
Total			89,560

Tak Oi Secondary School
Plan on Use of Enhanced Chinese Learning and Teaching for
Non-Chinese Speaking Students (NCS) 2021/22

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 2021 – August 2022	Salary of contract teacher(s) including MPF : \$690,000	- Teaching duties of teachers concerned are reduced	- Collection of opinion from teachers	Head of Chinese Language Department
				Total: 690,000			

Tak Oi Secondary School
Learning and Support Grant (LSG) Budget Plan for the year 2021/22

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 2021 – August 2022	Salary including MPF : \$315,000
	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
				Total: 350,000

Tak Oi Secondary School
Life-wide Learning Grant
Plan on the Use of the Grant 2021-2022 School Year

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.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
Category 1	To organise / participate in life-wide learning activities												
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.	Prize and entry fee for school competitions (e.g. Biology Olympiad, SSM, SC) - To encourage students to participate in some external competitions	Science Education	Whole Year	S5 – S6	20	Completion of the competition with certificates	1,500	✓					
2.	Visit to enterprises - To encourage students learning business, accounting or financial studies outside the classroom	Business, Accounting & Finance	Late July	S5	30	Students' feedback Teachers' observation	2,000	✓	✓				✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
3.	Visit to Hong Kong Monetary Authority – To provide opportunities for students to know more about the business world	Economics	Late July	S5	30	Students' feedback Teachers' observation	1,500	✓	✓				✓
4.	Public Speaking Training – To strength language proficiency	English Language	Oct 2021 to May 2022	S1 to S5	30	Students' feedback Teachers' observation	20,000	✓	✓				✓
5.	Debate Training – To strength language proficiency	English Language	Oct 2021 to May 2022	S1 to S5	15	Students' feedback Teachers' observation	15,000	✓	✓				✓
6.	Chinese Dance & Culture – To understand Chinese culture and cultivate a sense of belonging	Moral & Civic Education	Sept 2021 to May 2022	S3	40	Students' feedback Teachers' observation	22,000	✓	✓	✓			
7.	Talk of Hong Kong History – To raise students' interests in History learning	History	Post-exam Period	S4, S5	60	Students' feedback Teachers' observation	3,000	✓	✓	✓			
8.	Mock Trial Competition – To enhance students' confidence and knowledge in legal field	Moral & Civic Education	Oct 2021 to May 2022	S2 to S5	20	Students' feedback Teachers' observation	4,500	✓	✓			✓	✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
9.	Flooring curling lessons – To provide opportunity for students to develop positive relationship with disabled people and appreciate life	Physical Education	Nov 2021 March 2022	S1 to S5	586	Students' feedback Teachers 'observation	8,000	✓	✓	✓			
10.	Wall Mural Project – To stretch students' abilities and potentials – To enhance students' presentation skill. and communication skill and collaboration skill	Visual Art	Jan 2022 to Apr 2022	S2 to S4	10 students	Students' feedback Teachers 'observation	46,300	✓	✓	✓	✓		
11.	Various workshops and programs for promoting mental health, developing collaboration skill and positive relationship with others	Guidance Team	Whole Year	S1 to S6	690	Students' feedback Teachers 'observation	62,000	✓	✓	✓	✓		
12.	Various Workshops: Sex Education, Positive Education and internet addiction and related Activities – To cultivate students' positive relationship with others.	Value Education	Whole Year	S4	121	Students' feedback Teachers 'observation	12,000	✓	✓	✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
13.	Chinese Cultural Day – To understand Chinese culture and enhance national identity	National Education	Jan 2022	S1 to S6	690	Students' feedback Teachers' observation	8,000	✓	✓	✓				
14.	Class-Based Activity Day – To build up a positive relationship with others – To create a culture of respect in the school environment through discussing during activities – To embrace the spirit of thanksgiving	Class-Bonding	Oct 2021	S1 to S6	690	Students' feedback Teachers' observation	35,000	✓	✓	✓	✓			
15.	Experiential Learning Day – To consolidate learning experience – To develop students' collaborative skill and communication skill	Cross-Disciplinary	Post-exam Period	S1 to S5	590	Students' feedback Teachers' observation	6,000	✓	✓	✓	✓			
16.	Assembly: Our Aspiration – To enhance students' collaborative skill and communication skill	Leadership Training	Post-exam Period	S1 to S5	590	Students' feedback Teachers' observation	5,000	✓	✓	✓	✓	✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
17.	Leadership Training Programmes – S4 Experiential Leadership Project – Key Leaders Induction Programme – TOSS Bud Young Leaders Project – TOSS APPS Leaders Development Project	Leadership Training	Whole Year	S2 to S5	250	Students' feedback Teachers' observation	174,500	✓	✓		✓	✓
18.	School-Based Voluntary Award Scheme and related activities – To enhance social and civic responsibility	Community Service	Whole Year	S1 to S6	250	Award Record Teachers' observation	14,000	✓	✓		✓	
19.	Workshops and related activities for Digital Media Team – To enhance students' collaborative skill and communication skill	Service Learning Aesthetic Development	Nov 2021 to May 2022	S2 to S5	20	Students' feedback Teachers' observation	6,600	✓	✓		✓	✓
20.	Brush Lettering Club: Course fee and material fee – To enhance students' creativity and interest in western calligraphy	Aesthetic Development	Oct 2021 to July 2022	S2 to S5	20	Attendance Record Students' feedback Teachers' observation	4,000	✓	✓	✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
21.	Chinese Debate Team Course fee and material fee - To strength language proficiency	Chinese Language	Oct 2021 to July 2022	S2 to S5	20	Attendance Record Students' feedback Teachers' observation	8,500	✓	✓				
22.	Dance Team Course fee and material fee - To develop students' aesthetic skill and sense	Aesthetic Development	Oct 2021 to July 2022	S1 to S4	14	Attendance Record Teachers' observation Showcase on July	11,250	✓	✓	✓			
23.	Uniform Service Group: - Red Cross - Girl Guides - To develop students' self-discipline, learn to work as a team, acquire different skills and serve the needy	Leadership Training	Whole Year	S1 to S5	60	Attendance Record Students' Performance Teachers' observation	2,600 1,800	✓	✓		✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			I	M	P	S	C	
24.	Coach fee, training course for the following sport clubs and teams: <ul style="list-style-type: none"> - Athletics - Badminton - Basketball - Table-tennis - Volleyball - To enrich students' learning experience on sports - To nurture students' team spirit - To develop student' potential skill and abilities	Physical Education	Oct 2021 to June 2022	S1 to S5	150	Attendance Record Students' Performance Teachers' observation	18,400 18,800 24,370 16,360 24,370	✓		✓			
25.	Coach fee, training course for the following music groups : <ul style="list-style-type: none"> - Chinese Instrumental Groups - Chinese Orchestra - Melodica Band - Western Instrument Groups - Choir - Singing Contest - To help students develop musical skills and knowledge	Music Education	Oct 2021 to June 2022	S1 to S5	200	Attendance Record Students' Performance Teachers' observation	92,200 34,400 16,700 112,000 26,000 16,680	✓		✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
						Sub-total of Item 1.1	875,330					
1.2	<u>Non-Local Activities:</u> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
						Sub-total of Item 1.2	0					
						Estimated Expenses for Category 1	875,330					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Upgrading sound system at Hall	Foster students' whole-person development	To facilitate the implementation of various LWL activities	30,000
Estimated Expenses for Category 2				30,000
Estimated Expenses for Categories 1 & 2				905,330

Estimated Number of Student Beneficiaries

Total number of students in the school:	690
Estimated number of student beneficiaries:	690
Percentage of students benefitting from the Grant (%):	100

Contact Person for Life-wide Learning (Name & Post):

Wong Yin Shan
Assistant Principal

Tak Oi Secondary School
Plan on the Use of the Promotion of Reading Grant
2021-2022 School Year

Appendix 9

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	\$30,000
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$10,000
	<input type="checkbox"/> e-Read Scheme	
	<input checked="" type="checkbox"/> Other scheme : <u>Wisenews</u>	
3.	Reading Activities	\$18,000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
4.	Other : <u>Buying the materials for Reading activities</u>	\$2,000
	Total:	\$60,000

* Please tick the appropriate boxes or provide details.

Tak Oi Secondary School
School-based After-school Learning and Support Programmes (SBG)
Program and Budget 2021/22

Name of Programme	Participants	Period	Budget (HK\$)
1. English Language : - Enhancement classes	S3	2021/10/11-2022/4/25	6,300
2. Mathematics : - Enhancement classes	S3	2022 Mar – May	2,700
3. Learning Support Team : - 1 st & 2 nd term pre/post exam revision classes	S1 – S2	2021/11/1 – 2022/8/30	28,500
Total			72,440

德愛中學
2021-2022年度姊妹學校交流計劃書

Appendix 11

- 內地姊妹學校名稱 (1) : 吉林田家炳中學
 (2) : 上海田家炳中學
 (3) : 壽光中學

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
1.	參訪吉林田家炳中學，與管理層進行交流，認識兩校培育學生發展方向及吉林的教育模式等。	1. 了解姊妹學校辦學理念及教學特色、教師培訓、學生培育等方針。 2. 老師能了解中國的學制及學生素質，共建和諧文化。	1. 參訪後，統籌者須作書面報告。 2. 參加者須在教師會議及早會簡介姊妹學校予員生認識或分享學習歷程。加深了解姊妹學校。 3. 兩地老師能分享及交流管理及教學經驗。	交通、住宿、參觀及膳食費(四日三夜)： \$6000x5人=\$30,000元
2.	接待上海田家炳中學、吉林田家炳中學及壽光中學師生，在課堂及活動中進行交流，	1. 兩地學生從課堂及活動中體驗體驗兩地學習文化的差異，擴闊視野。 2. 老師能進行專業交流，汲取長處。	1. 參加者能在活動分享及討論。 2. 學生能踴躍參與課堂活動。	每所姊妹學校接待活動費用約港幣\$1500，共\$4500元。包括活動物料、教材等。

本計劃書已獲得本校法團校董會／校董會批核。

Tak Oi Secondary School
Plan on Use of Senior Secondary School Curriculum Support Grant (CSG) 2021/22

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
Curriculum Support and development	2. To relieve the workload of teachers in organizing outing and activities for students	To employ school communication officer	September 2021 – August 2022	Salary of including MPF : \$402,000	- Smooth operation of activities and non-teaching duties of teachers are reduced	- Performance appraisal of the staff - Collection of opinion from teachers	Principal
	2. To relieve the workload of teachers in organizing religious & pastoral activities for students	To employ pastoral sister		Salary of pastoral sister including MPF: \$114,000	- Smooth operation of religious activities and non-teaching duties of teachers are reduced	- Performance appraisal of the staff and comments from teachers	Head of Pastoral Care & Religious Education Team
				Total: 516,000			

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

	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

Endorsed by
The Incorporated Management Committee
of
Tak Oi Secondary School

Submitted by : *Rowan Sit*
Ms Sit Yee Mei, Rowan
Principal

Date : 21 October 2021