



*Tak Oi Secondary School*

*School Report  
2022-2023*

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# Tak Oi Secondary School

## School Report

### 2022-2023

## **(1) Vision and 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.

## (2) Achievements and Reflections on Major Concerns

The academic year 2022 – 2023 was the second year of the 3-year development cycle (2021/22-2023/24) with the theme “Promoting Holistic Wellness for the Common Good of All”, aiming to empower students to become self-reflective learners through strengthening their learning competence as well as to foster students’ positive aspiration for whole-person development through deepening PERMA education.

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

Strengthening students’ learning competence was the prime objective of school development. In the 3-year development cycle, the school would mainly focus on increasing students’ confidence and effectiveness in learning by enriching their learning experiences, enhancing their learning skills, implementing assessment as and for learning, as well as fostering ongoing teacher professional development.

### **Priority Task 1: Enriching students’ learning experiences**

Students were expected to learn confidently by building on their strengths and unleashing their potentials through school-based curriculum review, increase in meaningful learning exposure and an enhancement of interdisciplinary learning.

#### **Achievements**

Subject departments updated the school-based curriculum to echo the education trends suggested by the Education Bureau and to meet students’ developmental needs through deepening National Security Education and Values Education for promoting positive values towards learning. The school also reviewed the weighting of lesson hours and subjects offered to enhance the breadth of learning and to provide more alternatives for students to unleash their potentials. For example, the introduction of Applied Learning in Senior Secondary provided students an option to enrich their learning experiences and develop their specific interests in different areas. The school also completed a thorough and comprehensive evaluation and planning on the school curriculum such as increasing lesson time of ICT, Physical Education, and some self-study periods for SS students.

From the Stakeholders’ Survey of Teachers, most teachers agreed that the school curriculum aligned with the education development trends and was broad and balanced enough to facilitate students’ whole-person development.

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
38 The school curriculum aligns with the education development trends.	5.6%	77.8%	14.8%	1.9%	0.0%
39 The school organises a broad and balanced curriculum to facilitate students’ whole-person development.	9.3%	66.7%	22.2%	1.9%	0.0%

Different subjects continued to map out various strategies in assignment design to cater for the learning needs of students so students could learn progressively and at their own suitable pace. A wide variety of assignments were also provided for students to display their learning outcomes e.g. poster design, puppet shows and video-making. Students demonstrated their learning outcomes through different means apart from completing written assignments.

The above observation was supported by the feedback of students in the Stakeholders' Survey in a way students showed strong agreement on different lesson activities and ways to assess students' learning.

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6 The teachers often arrange learning activities such as group discussion and oral presentation in lessons.	23.1%	54.2%	20.6%	2.0%	0.2%

A wide range of Other Learning Experiences was offered to students to further increase their learning exposure and to unlock their potentials in different domains. For example, students were provided ample opportunities to learn beyond classroom. Students were exposed to meaningful learning experiences such as religious sharing named Journey of Joy in Africa, drone swarm fly programming advance course, Putonghua Drama Appreciation, Chinese Culture Inter-School Interflow, Leadership Training Camp, Summer Camp, Vocal Music Training Workshop, etc.

Apart from the usual cross-departmental learning activities and interdisciplinary learning in S1 Transition Programme and S2 – S4 Extended Curriculum. This year, a pilot scheme of interdisciplinary learning in Technology KLA was implemented in S3. Students were able to use their cooking skills acquired in Technology and Living, business and accounting concepts in Business and Economics, digital poster design skills in Information and Communication Technology and values education in Ethics and Religious Education to organise a charity sale of cookies. In the project, they raised money for the underprivileged with the integrated subject knowledge and skills in the Technology KLA. Not only students applied their knowledge and skills authentically, but they were also nurtured with the humanistic spirit and important values.

School-based MCP Survey (4-point scale) also reflected the improvement of students' ability in subject connections. The average score of the item 'I can make connections across subjects.' in the school-based MCP Survey increased from 2.73 in 2021-2022 to 2.86 2022-2023.

A resource bank of Reading across Curriculum was developed in S3 to broaden students' knowledge base, to help them connect their learning experiences in different disciplines, to deepen students' learning in the subject through reading. Students were able to read a theme-based reading set composed with different text types and subject content, followed by a discussion in class.

The achievement could be observed in students' response in School-based MCP Survey (4-point scale), in which S3 students rated the highest score among all forms in the item 'I enjoy reading extensive materials related to different subjects.'

## Reflection

For continuous enhancement of the school curriculum, the school had a professional and collaborative teaching team to conduct continuous review and to update the curriculum for the needs of students, school and the society.

The development of school-based curriculum especially the Extended Curriculum benefited students with more exposure of learning, higher motivation on lesson engagement, and an enhanced level of self-understanding. More experiential learning activities and opportunity to reach out beyond classrooms were found necessary to deepen students' learning in classrooms. By enriching students' exposure and learning experiences, they would be more able to identify their strengths and further develop them into confident learners. To further stretch students' potentials and foster their future development, the school would review the gifted education policies in school and develop a talent pool in which students would receive suitable and appropriate learning experiences for their individual characteristics.

## Feedback and Follow-up

The school will further enhance the curriculum in Junior Secondary such as provision of Citizenship, Economics and Society, History and Geography so as to strengthen students' foundation in the PSHE Key Learning Area.

To continue the school-based curriculum so as to meet the developmental needs of our students as well as the global and local education trend, S1 nature-based learning curriculum will be developed. As an interdisciplinary and experiential learning curriculum, S1 students will be able to experiment and apply their knowledge and skill acquired in different subjects through their visits in Kadoorie Farm and Botanic Garden. Through the curriculum, students are expected to appreciate God's creation, develop resilience, find meaning in learning and grow as a responsible citizen with environmental stewardship. Parents will also be invited to celebrate students' learning at the end of the school year.

Collaboration with external organisations will also be carried out in S2 – S4 Extended Curriculum to provide stimulations and further exposure for students in their learning. For the Phenomenon-based Learning X Design Thinking Curriculum in S2, students will undergo the process of empathy with the Enable Foundation when exploring the objects in Wong Tai Sin District. S3 students will experience school-based workshops to apply their knowledge and skills in the Technology KLA for fund-raising activities to a local charity. S4 students will collaborate with the Jolly Thinkers for enquiry on board-game activities and designing school-based boardgames for promoting the spirit of the school. A mid-term evaluation will be carried out especially in S4 to assess the effectiveness so as to plan for the second term arrangement.

A Talent Pool is to be developed through collection of information from students and parents in S1 as well as students' records and teachers' recommendations from S2 to S6. Academic results of students will also be considered so that different teams and subjects will provide

suitable and quality learning activities, competitions or awards for potential students to further develop their personal characteristics and make achievements.

## **Priority Task 2: Empowering students with effective learning skills necessary for self-reflective learning**

To empower students with effective learning skills necessary for self-reflective learning, the school implemented different strategies to strengthen students' language competencies, thinking skills, knowledge management and an effective use of information technology in education.

### **Achievements**

The English Language Department and LaC Team maintained close collaboration with other departments to facilitate students in EMI learning, especially in S1 and S2. Students were able to recognise and recall the meaning of the target productive words and apply the suggested language patterns in their assignments and assessment.

Apart from regular enrichment support to S1 students, the English Language Department tailor-made different versions of learning materials for S1 – S3 students so as to increase students' confidence and proficiency in English. For students with higher English proficiency, the Department provided self-learning tasks. Students extended their English learning outside classroom and further stretched their talents in English Language.

English Department continued the collaboration with the Mathematics Department to enhance the learning and teaching effectiveness of the subject with English as the medium of instruction through lesson studies. S4 teachers of Mathematics and English Departments including the Heads of Departments conducted professional exchanges on the use of classroom language and promotion of verbalisation of ideas in English.

To sustain the professional knowledge and skills on promotion of Reading across Curriculum acquired from the EDB NET Section last year, a Learning Circle was conducted by the English Department Head and 9 interested teachers from various departments and KLAs to deepen their understanding of Reading across the Curriculum and enriched the text set bank to be used in S3 Reading Lesson in the coming year.

2 LaC activities were held in collaboration with IS and T&L departments and participating teachers and students demonstrated creativity in the activities. Two LaC-themed clips were also produced to arouse students' interests in the content subjects through English and to enrich the school's English learning environment.

Deep reading activities were conducted by English Ambassadors to S1 Group 1 students. Through discussion and communication in the activities, students were motivated to give good presentations. The topics they shared were also suitable for their level. S2 Extended Curriculum students were also able to deepen their learning in Technology and Living through the reading activities in lessons. Read-think-talk activities were organised by the Reading and Library Development Team to promote deep reading in relationship to students' learning in school.



Students were given ample opportunities to generate graphic organisers as a summary of learning. Students' habit on taking notes during lesson participation could be observed and the note-taking skills were taught particularly in S1 to help build up a good learning habit of students. With the introduction of BYOD, S1 students were even capable of using IT platforms to manage and organise their notes.

With the implementation of BYOD, students were given more opportunities to use suitable e-learning platforms enhance their engagement and learning in different subjects. This could be show in the following Stakeholders' Survey from teachers and students as well as the school-based MCP Survey (4-point scale).

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13 I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. (from students)	9.6%	44.9%	33.4%	9.1%	3.0%
60 My students often use different resources to learn, such as e-learning resources and community resources. (from teachers)	1.9%	63.0%	22.2%	13.0%	0.0%

#### School-based MCP Survey Item 9

Question	S1	S2	S3	S4	S5	S6	Mean
9 I will use information technology to facilitate my learning.	3.11	3.07	2.99	3.12	3.17	3.15	3.10

### Reflection

Lesson studies among teachers are good means for professional development and enhancing learning and teaching effectiveness. This good practice could be extended beyond LaC departments to foster the growth of the teaching team. Expertise support from the English Language Department proved effective in facilitating students' learning in EMI environment from word level to essay writing level. Students were more able to learn the subject knowledge and skills more effectively and efficiently with appropriate language use and support.

Reading across Curriculum programme were found meaningful to help students broaden their knowledge base, to connect their learning experiences, to provide opportunities for integrating and applying knowledge and skills developed in different subjects or KLAs, as well as to strengthen students' reading interests and skills. The programme could be further extended to other students by the Reading and Library Development Team. More deep reading activities were necessary to arouse students' interests in reading and stimulate students' reflection after reading.

IT in Education and e-learning tools could increase students' interests in lesson engagement and facilitate them to organise their learning. However, the school also noticed from the

APASOIII Survey that most students had Myopia and had to wear glasses, indicating that students had to learn how to protect their eyes and strike a balance between the use of electronic devices and their visual health

Question	Options			
6 Do you have Myopia (short-sightedness)? Consider the eye with higher degree of myopia.	High myopia (short-sighted, more than 600 degree)	Moderate myopia (short-sighted, 325 - 600 degree)	Low myopia (short-sighted, 50 - 300 degree)	No myopia (below 50 degree)
	4.6%	30.1%	42.7%	22.6%
11 Do you wear glasses now (including framed glasses or contact lenses)?	Yes		No	
	74.5%		25.5%	

#### Feedback and follow-up

With the development of school curriculum, LaC collaboration will extend to Geography and History in S1 and S2 in order to empower teachers to strengthen the language support to junior form students and to facilitate students' learning with English as the medium of instruction.

To further arouse students' interest in reading and foster their learning through reading, the Reading and Library Development Team will organise more theme-based deep reading activities such as Reading Club. It is expected that students would be inspired through reading some texts and sharing from teachers and other students.

The importance of information literacy and balance between e-learning and visual health is noticed. The school will recommend teachers to ensure that the time on the use of e-learning tools would be kept appropriate in class and focus more on student engagement and knowledge sharing when using the device in class. Students will be encouraged to take notes with pen and paper then voluntarily use the electronic device to organise their notes after class. It can ensure that students were given the choice to reduce the time of using electronic device during their revision and study and to flexibly use the device according their needs and health conditions.

### Priority Task 3: Implementation of assessment for/as learning

The school believes that, when used effectively, assessment for learning can be a highly impactful teaching tool, acting as a bridge between where a student currently is in their learning achievement and where they can get to. By designing pre and post lesson tasks for self-reflective learning as well as providing personalised quality feedback, students will learn effectively by evaluating their learning outcomes and making improvements.

#### Achievements

Teachers adopted different assessment approaches to help students' learning and improve students' academic performance. Students became more involved in the learning process and more aware of their strengths and weaknesses. Some subject departments prepared exit tickets for students to consolidate their learning and electronic tools to facilitate students' reflection of their learning.

A wide range of formative assessment tasks including questioning, group discussion, presentation, self- and peer-assessment, project work, etc. provided feedback to help students find out what level they were at and make continuous improvement at different stages of learning. Summative assessment including quizzes, tests and examinations measured student attainment and reported their learning outcomes in the middle or/and at the end of a period of learning. After the assessment tasks, teachers provided students oral and written feedback as well as various post-learning tasks to facilitate students' reflection and improvement. For example, some departments prepared post tasks based on students' learning performance and provided students work, level exemplar and MC analysis to enhance students' understanding of their learning progress. Strategic questioning of written feedback and personalised oral feedback were also offered to students.

Teachers used internal and external assessment data to indicate students' strengths and areas for betterment so that more student-centered and focused feedback were given for facilitating students' learning. Statistical data from HKDSE helped teachers to understand students' performance in public assessment. Teachers used these data to make adjustment on their teaching and assessment strategies as well as the design of assignment and assessment tasks for enrichment and enhancement purposes. Some subject departments analysed the data and mapped out strategies such as adjustment on Scheme of Work, increase in practice of specific question types and design of revision notes.

Results in the School-based MCP Survey (4-point scale) as well as the Stakeholders' Survey from teachers and students could reflect the improvement of students' self-reflective spirit and the readiness of teachers to provide feedback learning.

Question	Mean in 2021 - 2022	Mean in 2022 - 2023
3 I am aware of my strengths in learning.	2.83	2.92
4 I am aware of my improvement areas in learning.	2.98	3.07
13 I review my learning performance with the feedback from teachers.	2.99	2.98
17 I reflect on the effectiveness of my learning strategies.	2.89	2.98

### Stakeholders' Survey from Students

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3 The teachers often tell us about our progress and problems in learning.	15.1%	58.2%	23.4%	2.8%	0.5%
14 I often review my learning based on my test/exam results and teachers' comments on my performance in assignments and in class.	14.0%	45.9%	31.2%	5.5%	3.3%

### Stakeholders' Survey from Teachers

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I provide students with specific feedback in a timely manner to help them reflect on and improve their learning.	17.0%	79.2%	3.8%	0.0%	0.0%
51 I often take into account students' learning progress and re-adjust my teaching strategies inside and outside of the classroom accordingly.	17.0%	79.2%	3.8%	0.0%	0.0%

### Reflection

There were a variety of methods that were used for assessment for or as learning. It was important for teachers to provide more opportunities for students to display and reflect their learning outcomes through different means. Apart from identifying their weaknesses, it was also noticeable for teachers to empower students to recognise their strengths and achievements throughout the learning process and assignment and assessment feedback. Teachers' recognition and encouragement would be motivation for students to continuous learning and improvement.

Students' views were also reflected from the APASOIII Results:

Question	Strongly agree	Agree	Disagree	Strongly disagree
17 Praise from my teachers for my good schoolwork is important to me.	31.13%	41.51%	23.58%	3.77%
20 I want to be praised for my good schoolwork.	34.91%	49.08%	12.26%	3.77%

With the good practices of subjects in providing exemplars, personalised feedback, revision notes and students' works, students were more aware of their learning progress and willing to reflect and adjust their learning habits or modes so as to make improvement and achievements. They were more willing to take responsibility for their own learning and monitoring future directions. It could be supported by the following data from the School-based MCP Survey (4-point scale):

Question	Mean in 2021 – 2022	Mean in 2022 – 2023
16 I adjust my learning strategies to meet the requirements of different subjects.	2.96	2.99
12 I will try to find ways to solve problems.	2.96	3.01
17 I reflect on the effectiveness of my learning strategies.	2.89	2.98

### Feedback and Follow-up

Subject departments will continue the provision of a wide range of assessments and ways of giving feedback so that students will heighten their understanding of their learning needs for future development. The school will also arrange Assessment Lessons to coordinate the assessment in different subjects in senior secondary in order to ensure that students have a better planning of preparation and more time for other learning activities after school. The Assessment Lessons are also opportunities for teachers to give feedback to students' learning progress and performance.

To further enhance the professional development of teachers and give the most appropriate support to HKDSE students, a Learning Circle will be organised by the Academic Department, aiming to gather good practices from different departments on maximising students' learning effectiveness including teaching pedagogies, assignment and assessment design, catering for learning diversity as well as giving feedback on students' learning.

### Priority Task 4: Enhancing learning and teaching effectiveness through teacher professional development

For the sustainable development of the school and provision of quality education to our students, the school has been devoted to promoting teacher professional growth and enhancing teachers' professional status. Teachers were encouraged to foster ongoing professional development collaboration and cultivating learning and sharing culture among school community.

#### Achievements

To foster continuous professional development and echo educational needs, various programmes were organized for teachers:

Date	Programme and Theme
29 <sup>th</sup> August 2022	Staff Development Day - 「從詩禮傳家說起」
5 <sup>th</sup> December 2022	Staff Development Day - 'A Day with Nature'
22 <sup>nd</sup> March 2023	Staff Development Day - 'Love and Care in Supporting Students' Mental Health'
2 <sup>nd</sup> June 2023	School Self-evaluation Day
9 <sup>th</sup> September 2022, 12 <sup>th</sup> December 2022, 30 <sup>th</sup> January 2023	Learning Circle - BYOD
9 <sup>th</sup> November 2022, 15 <sup>th</sup> February 2023, 10 <sup>th</sup> May 2023,	Learning Circle - Department Leadership

5 <sup>th</sup> June 2023	
24 <sup>th</sup> November 2022, 2 <sup>nd</sup> December 2022, 15 <sup>th</sup> December 2022, 27 <sup>th</sup> March 2023	Learning Circle – Reading across the Curriculum
12 <sup>th</sup> to 15 <sup>th</sup> December 2022	Staff Training Programme – First Aid Course

## Reflection

The participating teachers gave positive feedback on the training programmes. Participating teachers of learning circles found the workshops useful, in which they significantly enhanced their competence to apply relevant knowledge or skills in their teaching, and nurtured positive aspirations in their vocation as educators. Teachers' feedback was reflected from the APASOIII results:

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
31. The professional development activities for teachers organised by the school cater for the school development and students' needs.	3.7%	72.2%	18.5%	1.9%	3.7%
32 The school affirms teachers' performance.	3.7%	68.5%	14.8%	9.3%	3.7%
34 The school has developed an ambience of professional exchange.	5.7%	49.1%	34.0%	5.7%	5.7%

To nurture new teachers and staff to better adapt to the school's environment, induction workshops, mentor-mentee system, and Angel System were provided for new teachers for providing support and guidance in learning and teaching. Open classrooms were conducted by the mentors to share professional expertise and school expectation. The system and arrangements were well received by the new teachers.

## Feedback and Follow-up

As a professional learning community, the school will continue organising different learning circles to cater the development needs of students and teachers. In view of the school situation, learning circles on counselling skills, department leadership and enhancing the learning and teaching effectiveness in HKDSE will be organised. Critical Friendship exercise will be resumed to further enhance the professional exchanges among teachers.

The school will also encourage teachers to enrol in EDB courses relating to National Security Education and understanding of the development of our country to increase teachers' competence in promotion of related education to students. Teachers will be provided new experiential activities in unlocking their personal characteristics that can be beneficial to their teaching and students' learning such as creativity workshop and voluntary services. A whole-school crisis drill will be conducted for teachers to revisit their knowledge and skills when responding to any possible crisis at school.

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

Nurturing our students to become a whole person as well as cultivating positive values have been the vision and mission of our school. Through creating and strengthening positive emotion, engagement, relationship, meaning and achievements, our students will have a heightened level of confidence, self-awareness and flourishing wellbeing that enable them to make informed choices to live a more fulfilling life that is aligned with their values and interests.

### **Priority Task 1: Developing students' generic skills, enhancing students' initiative and self-direction, enhancing students' perseverance and resilience**

The school has taken proactive steps to promote positive emotions among students, including appreciation, empathy, mindfulness, resilience, and optimism. Through a range of activities and initiatives, students are encouraged to embrace these values and develop essential life skills. By fostering a positive mindset, the school aims to empower students to face challenges with optimism and perseverance, both in their past experiences, in the present, and as they navigate the future.

#### **Achievements**

School provided diverse programs and activities to help students understand themselves, showcase their talents, and develop positive values. These included class-based masses, assemblies, religious sharing sessions, and student growth framework for students from S1 to S6. Students engaged in activities that promoted appreciation to others, embrace diversity, and gain knowledge and skills for setting meaningful career and life goals. Through a series of activities, students learnt about their interests, strengths, and values, empowering them to make informed decisions and pursue paths aligned with their aspirations.

Three assemblies under the theme "Colour our Life with JOY" were organised to enhance students' understanding of service and the joy it brought. Guest speakers shared inspiring service experiences, igniting a better comprehension of service and the joy derived from it among students. Moreover, students learned from real-life stories shared by alumni, providing insights into finding joy even in adversity and life's challenges. These assemblies sparked a realization of the significance of service and joy among the students, fostering their personal growth.

The Value Education Team organized themed months on important values like diligence and integrity. Through board displays which featured the life stories of teachers, students not only acquired a profound understanding of these values but were also encouraged to implement them in their own lives. To foster self-direction and encourage the embodiment of values such as diligence and integrity, a series of thought-provoking questions were posed to the students. These questions prompted introspection and reflection, allowing students to contemplate the significance of these values in their lives. Additionally, the exercise provided an opportunity for students to set meaningful goals that aligned with their personal growth and success. The overarching goal was to instil a culture where students could embrace these values and integrate them into their daily lives.

The Campus Anti-drug KOL Incubation Plan provided students with a meaningful opportunity to promote healthy living and strengthen their determination on resisting temptations. By becoming influential peer leaders, they actively promoted an anti-drug message and encouraged their peers to make healthy choices. Through training workshops and the creation of videos, they developed valuable skills and knowledge, empowering them to effectively combat drug abuse. Being selected to record a segment for Metro Radio further amplified their message, reaching a wider audience and inspiring others to prioritize a drug-free lifestyle. Their dedication and efforts served as a shining example of proactive and positive change within the community

The Career Life Planning Team organized a range of activities to promote diversity and broaden students' perspectives. Initiatives such as the Human Library provided opportunities for students to engage with individuals from diverse backgrounds and learn about their unique experiences. Additionally, career-related talks were conducted, introducing students to various fields, including public relations services, social services, health care services, and digital marketing. Through these activities, students were encouraged to embrace diversity, gain insights into different professions, and develop a more comprehensive understanding of the world around them.

Through active participation in ECAs, students had the opportunity to explore their potentials and discover their life directions. These ECAs provided a platform for students to develop valuable skills, such as leadership, teamwork, creativity, and problem-solving, which are essential for personal growth and future success. Additionally, the diverse range of activities exposed students to different experiences and perspectives, helping them make informed decisions about their future paths and goals.

Understanding of the role of being a teacher and a class teacher is enhanced through induction and mentorship programme as well as staff development programmes Catholic School Teachers Day, aimed at enhancing teachers' capacity. In addition, Class teacher and Deputy class teacher carried out a one-minutes sharing on the values of diligence and integrity during morning period to make positive impacts on students. The positive influence of a class teacher on helping students to reinforce important life skills and values was enhanced.

## **Reflection**

Overall, these programs made a positive impact on students by promoting values, encouraging mutual respect, and providing guidance for personal and career development. By instilling these principles and supporting students in their journey of self-discovery, the programs contribute to the holistic growth and well-being of the students. Especially, the assembly titled "Sailing into the Wind: Inspiring Stories from Our Alumni" exemplified the power of maintaining a positive mindset in the face of adversity and making meaningful connections of stakeholders in different generations.

The Value Education Team designed activities to create a supportive environment where students learn and embrace values like diligence and integrity. These strategies aim to foster a culture of excellence, ethical behaviour, and personal growth, guiding students towards long-term success. However, it is crucial to emphasize the importance of putting these values into action and instilling them deeply within the students' character and behaviour.



Anti-drug activities promoted a healthy lifestyle and empowered students to make informed decisions. They involved education, awareness campaigns, and community involvement. However, additional measures should be implemented to support a healthy lifestyle, such as promoting healthy habits and creating a healthy-living atmosphere. Students then are able to maintain a balanced diet, regular exercise, and adequate rest, they take responsibility for their physical well-being. This cultivates self-discipline and self-care, essential components of self-direction.

### **Feedback and Follow-up**

More sharing sessions involving teachers, students, and alumni at different levels will be held. Sharing the different aspects of achievements stories can inspire and motivate students.

To help students develop a well-rounded character and a strong moral compass, the theme of the education will revolve around respect for others and perseverance. A series of activities will be designed not only to reinforce these values but also to provide opportunities for students to actively live out these values. For instance, the school will introduce the "10-Day Challenge," where students will be encouraged to demonstrate perseverance in real-life situations. Through this challenge, students will be able to put into practice the value of perseverance and witness firsthand the positive impact it can have on their personal growth and achievements.

To promote a healthy lifestyle, a "Healthy Living Week" will be launched in the coming academic year. It will focus on promoting healthy habits such as eating nutritious foods, engaging in physical activity, and practicing mindfulness. By taking a proactive approach to promoting healthy lifestyles, it empowers students to make positive choices that support their physical and mental well-being.

## **Priority Task 2: Developing positive relationship with others**

The school has prioritized helping students develop positive relationships that foster feelings of support, love, and value. Through social interactions, students not only gain a higher sense of satisfaction and inspiration from others but also strengthen their bonds with their peers, the community, and the nation.

### **Achievements**

The Life-wide Learning Committee organized activities to enhance students' class spirit, interactions with teachers and peers, and gain support and appreciation. The notable events included Sports Day and the Singing Contest. Sports Day allowed students to showcase their sports talents and build positive relationships with schoolmates. The Singing Contest provided a platform for students to display their musical abilities, while parent representatives showed their support. These activities aimed to create a supportive environment where students could excel, collaborate, and feel valued.

The PTA organized programs to promote a harmonious parent-child relationship and home-school collaboration. This included e-Parent Education on the mobile phone, communication skills workshop and a talk on the National Security Law and Contemporary Ordinances in Hong Kong. These initiatives aimed to strengthen connections between parents, teachers, and the school, while providing valuable information and advice to enhance the parent-child relationship.

The Student Council organized a Student Forum to promote communication between the school and students. During the forum, students and senior management discussed school arrangements and activities, fostering understanding and collaboration. The open and effective communication showcased the trust and care between the school and its students, supporting the school's vision and mission.

Alumni sharing sessions were organized to connect students with former graduates. Alumni shared their experiences in university and careers, providing valuable advice and support to their fellow students. This helped strengthen the bond between current students and alumni while broadening students' horizons.

To strengthen national identity, learning activities of all subjects integrated National Security Education, exploring China's advancements in medicine, ecology, and culture. Students achieved notable results in competitions, such as 1<sup>st</sup> runner-up position in a constitutional knowledge competition organized by Hong Kong Shine Tak Foundations. Six students served as Basic Law and Constitution Ambassadors and participated in interflow programs and the Military Summer Camp. Chinese Cultural Day and workshops promoted appreciation for Chinese arts. These initiatives instilled a stronger sense of national identity among students.

The school conducted a weekly flag-raising ceremony, starting from 2022. Student leaders and class representatives received training in September and took responsibility for organizing the ceremony. They took great pride in representing their peers and worked diligently to ensure its smooth execution. Additionally, some students delivered speeches during certain flag-raising ceremonies to deepen the school community's understanding of national development and foster a stronger sense of national identity. APASOIII survey revealed that over 90% of students developed a strong national identity, expressing pride in our country and a desire to learn Chinese culture.

Through a series of programs and activities, students have developed harmonious relationships with their peers and a stronger sense of bonding with the community and the nation. These initiatives have fostered a sense of unity, cooperation, and belonging among the students. By engaging in various activities, they have had the opportunity to connect with others, build friendships, and develop a deeper understanding and appreciation for their community and nation. Based on the Stakeholders' Survey, students had a good relationship with their teachers and schoolmates.

Question	S1	S2	S3	S4	S5
I built up good relationship with teachers.	3.06	3.06	3.05	3.15	3.14
I built up good relationship with schoolmates	3.24	3.13	3.04	3.29	3.19

Over 80% of parents agreed in the Stakeholders' Survey that their children had a good relationship with their schoolmates and showed respect to their teachers. Similarly, over 90% of teachers agreed that there was a good relationship between teachers and students. These results indicated that there is a positive and supportive school culture that valued respect, cooperation, and mutual understanding between all members of the school community.

### **Reflection**

Collaborative activities involving various committees and teams were effective in providing students with a range of opportunities for personal and social development. These activities, including religious activities, Singing Contests, Sports Days, and social skills workshops, helped students build connections and relationships with their peers. By participating in team-based activities, students enhanced their social skills, developed a sense of belonging, and felt proud of their community and country. Therefore, it is of utmost importance to offer diverse learning experiences that cater to the developmental needs of students and foster a sense of connection with others and society.

### **Feedback and Follow-up**

To expand social connections with others, a Global Education & Exchange Team will be established. This team will organize various interflow programs for students, enabling them to engage with individuals from different backgrounds. These interflow programs will promote mutual respect, foster an inclusive culture, and help students develop as global citizens. A Volunteer Team will be established to coordinate and organize volunteer services for various stakeholders, aiming to promote a sense of joy, gratitude, and community connection. Moreover, the S3 Community Charity Project will be implemented and provide students with valuable opportunities to establish meaningful connections with the community, fostering empathy and a sense of social responsibility. Through this project, students will actively engage in charitable initiatives and contribute to the betterment of society. This project will empower students to take an active role in addressing social issues, making a positive impact, and fostering a sense of unity and support within the community. Furthermore, the school will also organize more outreaching programmes for students to connect with the nature and enhance their environmental awareness. One such initiative is the implementation of a nature-based learning curriculum in S1. This program encompasses a holistic approach to education, focusing on the physical, mental, and emotional well-being of students. Through hands-on experiences in nature, students will develop a deep appreciation for the environment while enhancing their academic performance.

To further enhance the national identity of our students, a flag-raising guard will be established. The Sister School Scheme will be resumed to promote cross-cultural understanding and appreciation. The Parent-Teacher Association will also set their focus on parent education this year. Nurturing healthy and happy parents is also important to support the growth of our students. Thus, parent workshops and parent education talk will be organised to enhance the well-being of parents and their understanding of the salient trends faced by teenagers. Activities for strengthening home-school cooperation will also be provided to facilitate communication among students, parents and school.

**Priority Task 3:** Engaging students in meaningful learning experience for stretching their leadership potential

Nurturing our students to be future leaders who serve in the school and then the community is always part of our mission. Various trainings for relevant leadership knowledge and skills, ample opportunities for serving as a student leader in the school community and regular reflections to consolidate the learning experience were arranged for all future stars among the students.

### Achievements

To cultivate student leadership and responsibility, students took up different class-based posts and school-level posts. Students' responsibilities ranged from school level such as School Prefects, Executive Committee of the Student Council and the Four Houses, Student Service Teams, ECA and Academic School Teams, etc. to class level such as Class Monitress and Class Committee. The distribution of the posts across different forms in 2022-23 was listed in the table below.

Form	Number of students taking up posts of responsibility as student leaders
1	33
2	53
3	93
4	107
5	138
6	35
<b>Total</b>	<b>459</b>

The S4 Experiential Leadership Programme focused on developing students' personal and team leadership skills. They explored creativity, resilience, and proactiveness through various activities. After reflecting on their experiences, students reviewed their personal growth and strengthened their abilities to face future challenges. As part of the programme, S4 students organized activities for S2 and S1 students, applying their leadership skills. They were happy with their planning and contributions, feeling more confident in their abilities.

The TOSS APP Leadership Development Project was designed to nurture successful student leaders through service and was joined by 34 students in the 2022-2023 academic year. The project introduced leadership skills such as interpersonal communication, team building, and program planning to these students. They then applied their knowledge and skills to help Pre-S1 students adapt to their new environment. Through this project, the student leaders were able to develop their own leadership abilities while also making a positive impact on the younger students.

The TOSS BuD Young Leaders Project offers training for potential student leaders in S2 and S3, helping them understand the role and responsibilities of student leadership positions. Participants showed improvements in program planning and increased self-confidence while organizing the Delia Day Bazaar.

The leadership training programs and activities have made students more willing to serve and confident in leading. Key Student Leaders reported that the training enabled them to share experiences and contribute to the school community. Recent surveys showed increased willingness to help others and higher self-confidence among senior students. Our leadership programs have positively impacted students' personal growth and their ability to contribute to the school community.

Question	S1	S2	S3	S4	S5
I am willing to help others.	3.4	3.2	3.23	3.33	3.25
I believe I can be a future leader.	2.64	2.57	2.73	2.74	2.71
I have the opportunity to maximize my potential.	2.71	2.75	2.61	2.70	2.76
I have confidence in myself.	2.59	2.50	2.46	2.50	2.58

(4-point scale)

### Reflection

The school recognizes that leadership is developed rather than being born with. With our students' strong desire to serve, we focused on nurturing their leadership potential. The TOSS BuD Young Leaders Project allowed our students to observe and actively participate in activity planning. This helped develop their organizational and communication skills, while fostering teamwork and personal growth. By providing opportunities for shadowing and reflection, we aimed to nurture their leadership abilities. Additionally, the school organised day camps to further enhance team-building and leadership training. Through a series of training programs and activities, students have shown a greater willingness to serve and have developed a reasonable level of confidence in their leadership capabilities.

### Feedback and Follow-up

To support students' growth and character development, the school will continue the various strategies and leadership programmes that equip students with valuable skills and experiences to become effective leaders in various contexts.

In addition, there will be more discussions on the important values that student leaders should uphold, emphasizing personal reflections and the application of learning to daily life. Collectively, these efforts are expected to nurture students' leadership potential, instill important values, and encourage the integration of leadership principles into their everyday actions.

### Priority Task 4: Appreciating the accomplishment of themselves and others

Different kinds of award systems and demonstration of successful experience have been major measures to recognise the effort and achievements of our students and promote appreciation of the good deeds and accomplishments of the other as well as oneself.

To help students appreciate their accomplishments, develop good habits, and cultivate a sense of responsibility, the school implemented the Punctuality Scheme and Punctuality Award as a good tradition. These initiatives promoted punctuality, recognizing and honoring students who consistently arrived on time. Through these practices, students learned the importance of being responsible and developed positive habits for their personal growth. However, only 67% of students were awarded the Punctuality Award. The performance was fair. The form discipline teacher helped to set goal with students who were late 9 times in 2022-2023.

50.8% of ECA members received at least one merit for their active participation and good performance in ECA. The total number of merits awarded was 179, totally a testament to the hard work and dedication of these students. It was also encouraging to receive positive feedback from advisors regarding the performance of students in ECA meetings. Different ECA teams from the school participated in external competitions and some of them received awards. For example, a member of the Stage Performance team was awarded as the Outstanding Performer and received a commendation for their overall performance. The Athletic team also did well, with the Girls A Grade 400m team being awarded the championship in the 2022-23 Inter-school Athletics Competition.

A volunteer service award system called 'My Volunteer Footprint Scheme' was continued to recognize both direct and indirect service. 41% of students who participated in volunteer services received awards, with 33% of awardees being from junior forms and 67% from S4 & S5. 18.5% of awardees received a Gold Certificate for demonstrating strong commitment to community service. A table with the distribution of awards across service hours in 2022-23 was as follows:

<b>Award</b>	<b>Number of students receiving the Award</b>	<b>Total Service Hours of Awardees</b>
Gold	42	4,200
Silver	135	6,750
Bronze	50	1,500
<b>Total</b>	<b>227</b>	<b>12,450</b>

The school received support from various parties to provide scholarships to students, acknowledging their achievements and performance in different areas. Prize Presentation Ceremony was held on 11<sup>th</sup> July 2023, to celebrate students' accomplishments in various competitions and programs. This year, 45 scholarship awards were given out, recognizing the achievements of 337 awardees. These awards honoured not only their academic excellence but also their development in moral values, sports, music, and national identity. During the ceremony, the recipient of the TOSS Making a Difference Scholarship shared her inspiring journey of striving for excellence despite facing life's challenges.

Delia's Day Bazaar took place in February to celebrate individual talent, fostering a sense of achievement, pride, and joy through activities. 70% of the participating students expressed appreciation for their own good deeds and accomplishments as helpers of the Bazaar.

Inter-house competitions were organized to promote positive emotions such as joy and appreciation for others and oneself. These competitions contributed to building House spirit by bringing members together and showcasing their achievements. Winners in the competitions developed a positive self-image.

In the APASO Survey, more than 72% of junior form students expressed the importance of receiving praise from teachers, while over 83% of junior form students indicated their desire to be recognized for their good work. Additionally, the survey showed a moderate effect size compared to other schools in Hong Kong. These findings highlight how different types of accomplishments could enhance students' well-being and motivation.

### **Reflection**

Due to the prolonged implementation of half-school days over three years, some students have not yet fully developed routine habits hindering the development of a sense of responsibility. As a result, there has been a slight decrease in the Punctuality Award compared to the previous year. To improve punctuality, it is important to establish regular habits and communicate clear expectations to students.

The support of alumni has been instrumental in providing various scholarships, contributing to the holistic development and well-being of students. It also indicated the sense of belonging and a thankful heart that were instilled in them during their stay in school.

While various competitions offer students an opportunity to appreciate their own achievements, it is important to consider the potential negative emotions that may arise when there is only one winner. Showcasing talent is also a valuable opportunity, but students should ensure they are well-prepared. Good preparation and planning are crucial factors for students to effectively showcase their talents.

### **Feedback & Follow-up**

To emphasize the significance of accomplishments, the school will establish a scholarship team dedicated to seeking opportunities for students to showcase their talents and achieve recognition.

In order to provide more platforms for students to participate in diverse competitions, the school will establish a Talent Pool. This initiative aims to identify and invite talented students to take part in various competitions across different areas. By creating this Talent Pool, the school will foster a supportive environment that encourages students to showcase their skills and talents. It will not only boost their confidence and self-esteem but also provide valuable experiences for their personal and academic growth. In addition, the achievement corner and a new webpage on Top of the TOPS will be the platform to recognise students' achievement and display of their work.

Additionally, students will have the opportunity to organize inter-house workshops to showcase their talents. Collaborative efforts with different committees will ensure the creation of showcase platforms where more students can display their talents and showcase their exemplary work.

### **(3) Student Performance**

Students obtained various awards in the academic, physical and aesthetic aspects. The awards and prizes received included the Outstanding Award for the 15<sup>th</sup> Wong Tai Sin District and Kowloon Region Outstanding Students' Election, prizes in Inter-school Music and Speech Festivals, Hong Kong Secondary Schools Debating Competition, Hong Kong School Drama Festival, Hong Kong Science Fair, Inter-School design competition, Inter-school sports competitions, as well as various scholarships, both awarded at school and outside school. (Refer to Appendix 1)

As for students' performance of the Hong Kong Diploma of Secondary Education (HKDSE) this year, more than 73% of our graduates satisfied the university requirement, while the percentage of the Day School candidates is close to 42%. The university admission rate under the JUPAS system was about 69% this year, which was significantly higher than the Hong Kong schools average. The JUPAS offer rates reflected the students' perseverance, hard work and clear direction in career and life planning. The encouraging achievements echoed our teachers' concerted efforts to develop and stretch students' potentials by backing continuous guidance and support. Students demonstrated ability in making improvement and strive for excellence through self-reflection and feedback from teachers.



## (4) Financial Summary

	Income (\$)	Expenditure (\$)
<b>Balance B/F (Government Funds and School Funds)</b>	18,865,914.60	
<b>I. Government Funds</b>		
<b>(1) Expanded Operating Expenses Block Grant</b>		
<b>(a) School Specific Grants</b>		
1. Administration Grant	3,792,248.00	3,819,920.75
2. Composite Information Technical Grant	503,136.00	673,928.52
3. Capacity Enhancement Grant	654,502.00	627,165.00
4. Air Conditioning Grant	479,245.93	769,585.00
<b>Sub-total</b>	5,429,131.93	5,890,599.27
<b>(b) Non-School Specific Grant</b>		
1. Baseline Reference	2,013,596.53	1,478,283.97
2. Teacher Relief Grant	5,266,983.99	3,594,592.95
<b>(c) Others</b>	51,615.00	0.00
<b>Sub-total</b>	7,332,195.52	5,072,876.92
<b>Total EOEBG</b>	12,761,327.45	10,963,476.19
<b>(2) Grants outside EOEBG</b>	3,991,152.24	3,622,602.24
<b>II. School Funds</b>		
<b>(1) Purchases of exercise books and pins</b>	0.00	7,266.20
<b>(2) Tong Fai</b>	94,105.00	0.00
<b>(3) Tuck shop rental</b>	200,000.00	0.00
<b>(4) Donation</b>	19,887.00	76,482.50
<b>(5) Fine</b>	1,662.50	0.00
<b>(6) Hire of school premises</b>	22,569.72	0.00
<b>(7) Interest income</b>	85,586.17	0.00
<b>(8) Insurance</b>	0.00	46,742.00
<b>(9) Others</b>	0.00	269,539.62
<b>Sub-total</b>	423,810.39	400,030.32
<b>Accumulated surplus as at the end of school year</b>	21,056,095.93	

**Tak Oi Secondary School**  
**Students External Awards (2022/23)**

**East Kowloon Youth Society**

**The 15<sup>th</sup> Wong Tai Sin District Outstanding Students' Selection**

Senior High School Category	Excellent Student Award	6D	Dorothy Cheng
Junior High School Category	Excellent Student Award	4D	Doris Chung
	Leadership Skills Award	4D	Joanna Chung

**Rev. Joseph Carra Memorial Education Fund Ltd.**

**Rev. Joseph Carra Memorial Education Grants**

Awardee		4C	Julie Zhong
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**Sir Edward Youde Memorial Award Scheme**

Awardee		6A	Angel Ng
		6D	Madeline Tam

**Education Bureau**

**Hong Kong Secondary Schools Debating Competition**

Grand Final Match	Champion	3A	Gigi Wong
		2A	Beryl Hui
		2A	Saleha

**City University of Hong Kong**

**An Innovation Lifting Device Competition**

First Runner-up & Best Device Description Award		5D	Carrie Chau
		5D	Rainbow Wong
		5D	Winnie Wong
		5D	Amy Yu

**Hong Kong School Dance Association**

**59<sup>th</sup> Schools Dance Festival**

Highly Commended Award		4D	Moon Chan
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**Education Bureau**

**SOW Creativity Contest: A Moment in Time**

Commendable Award		2B	Olivia Cheng
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**Hong Kong Schools Music and Speech Association  
The 74<sup>th</sup> Hong Kong Schools Speech Festival**

Solo Verse Speaking	Second Place	2A	Jamal Safiyya Bint Syed Ibrahim
		2C	Ali Bushra
		3D	Gigi Wong
	Third Place	5D	Kitty Hui
		5D	Rainbow Wong
		6B	Jasmine Mak

**Hong Kong Schools Music and Speech Association  
The 75<sup>th</sup> Hong Kong Schools Music Festival**

Cello Solo – Intermediate	Gold Award – Second Place	3A	Kasey Ma
Flute Solo – Junior	Silver Award	2A	Isabelle Liu
Vocal Solo – Foreign Language – Female Voice	Silver Award	3B	Olivia Tam
Violin Solo – Grade Six	Silver Award	3A	Cady Tsang
Clarinet Solo – Senior	Silver Award	5A	Alison Choi
箏獨奏 - 高級組	Silver Award	1B	Minnie Wang
揚琴獨奏 - 高級組	Silver Award	3C	Eunice Wong

**Hong Kong Association for Science and Mathematics Education  
Biology Literacy Awards**

Third Class Honours	5D	Rachel Chan
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**香港數學奧林匹克協會  
華夏盃全國數學奧林匹克邀請賽 2023 (華南賽區)**

Third Class Honour Award in Group Semi-final	3B	Chloe Kwan
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**國際獅子總會中國港澳三〇三區  
第三屆兒童及青少年粵劇折子戲大賽**

Junior Category	Champion	2A	Queenie Lo
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**Harvard Alumni for Global Women's Empowerment  
Harvard GlobalWE Essay Contest**

Honorable Mention	4A	Helen Wong
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**Education Bureau  
Poetry Remake Competition**

Top 10 best winning works	2A	Truda Ng
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**Hong Kong Innovation Foundation  
Hong Kong Science Fair**

Merit	3A	Christie Ko
	3A	Alice Kwan
	3A	Giann Wong
	3A	Sharon Yiu

**Royal Australian Chemical Institute  
International Chemistry Quiz**

High Distinction	5D	Hazel Lam
Distinction	5D	Coco Yip
Credit	5D	Rose Lam
	5D	Rainbow Wong

**香港電腦教育學會、DJI Edu、Ask Idea Hong Kong Ltd、中國航空學會 合辦  
全港學界無人機挑戰賽 2023**

Second Class Honor	3D	Charmaine Szeto
	3D	Amy Ye
	4A	Irene Kwok
	4D	Maggie Xie

**Hong Kong Youth Creative Arts Association  
Hong Kong Youth Design Contest**

Silver Award	5C	Chloe Lui
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**Education Bureau  
Hong Kong School Drama Festival**

Award for Outstanding Cooperation & Award for Outstanding Performer	5B	Gigi Wong (Captain)
	3A	Carina Lam
	3D	Sabrina
	3D	Gigi Wong
	4A	Yoyo Ho
Award for Outstanding Cooperation	2A	Elaine Gu
	2A	Beryl Hui
	2A	Belle Pang
	2D	Holly Chan
	2D	Anna Law
	4A	Jasmine Yung
	4C	Suyome Kwok

## Education Bureau

### "Time to Talk" Public Speaking Competition (Round One)

Junior Section	First Place	2A	Natalie Choi
		2A	Jamal Safiyya Bint Syed Ibrahim
		2A	Truda Ng
	Second Place	2A	Candy Song
		2A	Beryl Hui
		2A	Venus Poon
		3A	Zoie Chan
	Third Place	3A	Christie Ko
		3A	Jasmine Shiu
		3A	Sharon Yiu
		2A	Saleha
	Senior Section	First Place	2A
3A			Natalie Au
5C			Suvi Chan
Second Place		5C	Grand Li
		4A	Jasmine Yung
		4D	Yannes Hung
		4D	Crystal Chan
Third Place		4D	Lilian Lau
		4D	Janice Man
		4D	Maggie Xie
	4C	Sabrina Chan	
	4C	Kelly Chen	
	4C	Reanna Xue	

## AS Watson Group

### A.S. Watson Groups Hong Kong Student Sports Awards

Secondary School Award (Ball Games) 5B Anna Ng

## Hong Kong Schools Sports Federation

### Inter-School Basketball Competition Division Three (Kowloon Two)

Girls C Grade	Champion	1B	Eri So
		1A	Hailey Cheung
		1A	Sally Tsoi
		1B	Jasmine Wong
		1C	Gina Guo
		1C	Minahil
		1D	Filza
		1D	Ishnoor
		1D	Cherrie Tam
		2A	Miriam Tan
		2B	Athena Sun
		2C	Hayley Chan

## Hong Kong Schools Sports Federation

### Inter-school Badminton Competition Division Two (Kowloon)

Girls B Grade	First Runner-up	3A	Sara Hung
		3A	Rainbow Leung
		3A	Selina Wong
		3C	Melody Chan
		3C	Mir Tseng
		3D	Zoey Wu
		4C	Agnes Lai

## Hong Kong Schools Sports Federation

### Inter-school Athletics Competition (Division 3 – Area 1)

Grade A – 400 m	Champion	5D	Nicole Tsoi
Grade A – 200 m	Champion	5D	Nicole Tsoi

## 沙田體育會

### 第一屆沙田學界田徑之王（第二站）

Grade A – 100 m	Champion	5C	Yoyo Chiu
Grade A – 200 m	Champion	5D	Nicole Tsoi
Grade A – 100 m	First Runner-up	5A	Claire Lee
Grade B – 100 m	First Runner-up	2C	Kelly Wang
Grade B – 400 m	First Runner-up	3B	Selina Lee

## Hong Kong New Generation Association Limited

### MY STAGE – Inter-School Fashion Design Competition 2022-2023

Inter-school Fashion Design Competition	Outstanding Award	5C	Chloe Lui
	Merit Award	5C	Cherry Lam
Sustainable Wear Design Competition	Merit Award	5C	Cherry Lam

## The Society of Rehabilitation and Crime Prevention, Hong Kong

### Beat Drugs@ Mock Trial 2.0 – Mock Trial Competition

Bronze Award of ‘My Favorite Justice Think Tank’	Team Award		
Best Mooter in the Preliminary Round		5D	Coco Yip
Best Witness Award in the Preliminary Round		5D	Cynthia Wen
		2A	Candy Huang

## The Hong Kong Polytechnic University

### i-Space: Inter-Secondary School Green Deck Landscape Design Competition 2022

1 <sup>st</sup> Runner-up		5A	Alison Choi
		5B	Kitty Au
		5B	Kelly So

**District Fight Crime Committee (Wong Tai Sin District) and Chinese Evangelical Zion Church Social Service Division**  
**Wong Tai Sin District Mentorship Scheme**

Best Performance Award

3D	Charmaine Szeto
3D	Ronnie Tan
3D	Yammy Wong
4A	Yoyo Ho
4A	Helen Wong
4B	Yuffie Chan
4B	Ally Lam

香港浸會大學跨學科本科課程部

跨學科.Co-Explore 全港中學生創作大賽 2023 - 良好健康巴士體驗設計

季軍

4B Christy Chan

最具創意獎

4D Joanna Chung

4D Crystal Chan

4D Elaine Poon

香港善德基金會

「認識憲法、《基本法》 - 與法治同行」

全港中學校際問答及論證比賽

Excellent Performance Award

3B Evelyn Mak

4A Helen Wong

4B Yuffie Chan

4B Kelly Pau

4B Mandy Zheng

4C Suyome Kwok

4C Lilian Yau

4C Anne Yung

4C Julie Zhong

4D Vincy Wong

**Tak Oi Secondary School**  
**Capacity Enhancement Grant(CEG)**  
**Report of spending for the school year 2022/23**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
School Development	1. To relieve teachers' non-teaching workload	To employ assistant clerical officer to support on student activities and career affairs to teachers	September 2022 – August 2023	Salary including MPF : \$302,150.26
				<b>Total : 302,150.26</b>



**Tak Oi Secondary School**  
**Citizenship and Social Development Grant**  
**Report on Use of grant for the school year 2022/23**

	Area	Actual Expenses HK\$	Evaluation
1	Developing or procuring relevant learning and teaching resources (e.g. reference books, journals, magazines, multi-media and e-learning resources)	720.00	Online learning and teaching resources, such as the SCMP account, was subscribed for the preparation of the school-based learning and teaching material and question setting for assignments and assessments. Team members found the learning resources accurate and useful for the above goals.
2	Subsidizing students and / or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	809.30	In order to organize a smooth S5 CS Study Tour, equipment, such as mainland data SIM card, was purchased to facilitate the communication between colleagues. Team members agree that equipment is essential for the instant communication for updates in the trip.
3	Organizing school-based learning activities relating to the CS curriculum (e.g. visits to exhibitions, field trips and experiential learning camps)	0	--
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)	0	--
		<b>Total : 1,529.30</b>	

**德愛中學**  
**「姊妹學校交流」報告書**  
**2022/23 學年**

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

本學年已與以下內地姊妹學校進行交流活動：	
1.	壽光中學
2.	上海田家炳中學
3.	吉林田家炳中學
4.	
5.	

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

甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

管理層面 達至預期目標 程度	C1 <input type="checkbox"/> 完全達到	C2 <input checked="" type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

教師層面 達至預期目標 程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

學生層面 達至預期目標 程度	I1 <input type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)  
 (註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

家長層面 達至預期目標 程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年總開支	HK\$
N10	<input checked="" type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input type="checkbox"/>	<p>有關交流活動的層面 <i>[如適用，請註明]</i></p> <p>這次與上海田家炳中學學生進行的網上交流將為兩地的學生提供一個寶貴的跨文化學習機會，同時也有助於促進彼此之間的理解和友誼建立。透過這次交流，學生們可以分享彼此的文化、價值觀和未來理想，從中學習和啟發。</p> <p>此外，我們計劃將這次網上交流視為為2023-24年兩校參訪的契機。為未來的實地參訪建立更牢固的基礎。</p>
O2	<input type="checkbox"/>	<p>有關交流活動的形式/內容 <i>[如適用，請註明]</i></p> <p>儘管無法實現面對面的交流，我們仍將努力透過線上平台促進學校間的交流與合作。我們將利用這個機會與姊妹學校進行虛擬交流活動，例如網絡會議、線上合作項目和文化交流等，以確保學生們獲得跨文化交流和學習的機會。</p>
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	0 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	0 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	60 總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	0 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	1 總人次

備註：
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**Tak Oi Secondary School**  
**Career and Life Planning Grant (CLPG)**  
**Report of spending for the school year 2022/23**

Task Area	Objectives	Strategies/Tasks	Time Scale	Monitoring/Evaluation	Amount of spending HK\$
Curriculum Support and Development	1. To support teachers in life planning education and career guidance work	To employ career and life planning development officer to provide support in life planning education and career guidance work	September 2022 – August 2023	<p><b><u>S1 – S2</u></b>  Student Growth Lessons were designed for S1 and S2 students to facilitate their adaptation to secondary school life and nurture them with positive values. Students generally showed positive feedbacks to the interactive lessons.</p> <p><b><u>S3</u></b>  A wide variety of activities was held for S3 students, including Holland Test, NSS subject selection workshops, Group Counselling, Career Talk, etc. Positive feedback was received. Students generally agreed that the activities can help them make well-informed decision in their subject selection.</p>	Salary including MPF: \$111,394.23
Administration and activities support	1. To obtain external professional services in conducting life planning education and career guidance support	To arrange florist programs and activities	January 2023	<p><b><u>S4 – S5</u></b>  S4 and S5 students are generally satisfied with the CLP activities for them, e.g. Alumni sharing for S4 &amp; S5, Career Talks for S4 and S5, etc. There are also some self-enrolled activities for students with a particular area of interest, e.g. work trial scheme, themed talk organized by institutions as well as floristry workshops. Participating students agreed that the activities can enhance their understanding of different careers, multiple pathways and foster their career aspiration.</p> <p><b><u>S6</u></b>  S6 students were generally satisfied with the CLP activities. Positive feedbacks towards the JUPAS</p>	Actual expenses : \$3,580.48

Task Area	Objectives	Strategies/Tasks	Time Scale	Monitoring/Evaluation	Amount of spending HK\$
				strategies workshop, OEA Writing Workshop as well as group counselling, etc, were collected. They agreed that the activities organized by the team enhance their understanding of multiple pathways and foster their career aspiration. They are able to make well-informed decision in their future studies plan.	
				<b>Total :</b>	<b>114,974.71</b>

**Tak Oi Secondary School**  
**Diversity Learning Grant (DLG)**  
**Report of spending for the school year 2022/23**

Appendix 6

	<b>Name of Programme</b>	<b>Objective</b>	<b>Target</b>	<b>Time Scale</b>		<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure HK\$</b>
1	Hiring charges of coach for the visit to Mai Po Nature Reserve	To provide students with opportunities to study the ecological characteristics of wetlands in Hong Kong, such as biodiversity, nutrient cycle and interaction between different types of organisms	S6	2022/11/28	Biology	Completion of the activity	Through the guided tour, students' awareness about wetland conservation can be raised successfully. The field experience was meaningful to the students, it allowed our students to apply their knowledge, develop skills and connect theory with real world observations.	1,700.00
2	Tutorial fee for conducting S5 English Enhancement Program	To help students who are weak in English foundation in grammar, reading, listening and writing skills	S5	2022/10/6-11/17	English	Questionnaire	The attendance was satisfactory. Some S5 students did not complete homework assigned in previous lessons. Most were tired and exhausted.	5,100.00
3	Tutor fee for S6 Biology Enhancement and	To enhance students' academic performance in HKDSE and help them achieve higher levels in public examinations.	S6	2022/11 - 2023/1	Biology	Completion of the activity	Students' feedback is positive. They find those classes useful and the alumni are well prepared to help them in clarifying	4,800.00



	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
	Enrichment Programme	These classes are arranged in small group and focus on providing additional practice and developing students answering skills. The low achievers have chance to strengthen their knowledge base and clarify their misconceptions					their misconception in some difficult topics. The class size is small so students have ample opportunity to ask questions and communicate with the alumni. More detail explanations can be provided by the alumni. Some students showed improvement after joining the enrichment classes.	
4	Tutor fee for S6 History Enhancement and Enrichment Programme from 2022/10-2023/1	To help weaker students in S6 with fact building and exam skills training	S6	2022/10 - 2023/1	History	Feedback from tutor, teachers and students	Tutor is enthusiastic about teaching students and friendly. Students were also attentive in the lesson. Suitable notes are prepared by the department for tutors. The only flaw lies on the fact that the tutor is a little bit quiet and not keen on interacting with students. Some students feedbacked that direct teaching was mostly adopted and not all students could keep themselves concentrated in the last part of the lesson. It is suggested to	1,470.00

	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
							give more guidance and reminders to the tutor in how to interact with students.	
5	Tutor fee for S6 Physics Enhancement Classes	To help S6 students consolidate their knowledge learned in S4 to S6. To enhance the examination skills of the students. To boost their confidence in facing the HKDSE examination	S6	2023/1/4 - 2023/3/29	Physics	Oral feedback from students	Most students reflected that the tutor could help them understand more about the HKDSE contents. They were more confident in attempting the past paper questions. They made less careless mistakes in answering questions.	2,160.00
6	Tutor fee for S6 Economics tutorial classes	To better equip students with DSE Exam skills. To highlight some important concepts in DSE	S6	2022/12/23, 2023/1 - 2023/4	Economics	Feedback from tutor, teachers and students	The tutors (old girls) were well-prepared for The lesson. They were very willing To help and offer support To students. They prepared their own notes/PPT/videos for The lesson. As students were very busy, they had their own revision schedule, so if they had clashes with their tutorial classes outside school, they were not able to join our class. Also, it was not a compulsory tutorial class, so only some interested students joined	1,400.00

	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
							it. It would be good if the tutorial class could be arranged earlier, eg. starting in 2nd term of S5, students could be benefitted more from it.	
7	Tutor fee for S6 Chemistry Enrichment & Enhancement Programme	To clarify students' concepts and common mistakes by doing by-topic past exam paper	S6	2022/10 - 2022/11	Chemistry	4 sets of materials on 4 topics were gone through in each lesson	Tutors have engaged students in various group discussion activities and the skills equipped/concept revisited. The general performance of students in understanding scenario/experiment are enhanced	2,450.00
8	Woodland Ecology Field Study	To provide students with hands-on experiential learning opportunities in a natural environment. The activity aims to deepen their understanding and appreciation of the natural world, ecosystems, biodiversity and the importance of conservation in Hong Kong. Students have chances to explore and connect with nature. Students may learn about	S4-S6	2023/6/27	Biology	Completion of the activity	Students are actively engaged and participated during the field trip. Most of them gained a deeper understanding of their learning and personal growth. After the field trip, students demonstrated an understanding of the importance of conservation and sustainable practices. Next time, we may consider scheduling the field trip during cooler	6,840.00

	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
		the characteristics, behaviours and adaptations of different kinds of organisms, enhancing their knowledge of the local flora and fauna					weather of the year. This can help provide a more comfortable experience to the students.	
9	Workshop for 2023 ELD Day rainbow kitchen	To enrich student learning experience by cooking dishes according to the concept of Rainbow diet. To widen students' exposure to the job nature of dieticians	S4-S6	2023/6/27	T & L	Teacher observation	All students showed interest in this cooking workshop. They made two different dishes (Avocado pasta salad and Chicken fajitas) successfully. They asked questions about the study and joy nature of Dietitians. It was a fruitful and interesting workshop.	1,200.00
10	Tutor fee for S4 Mathematics after-school EE class	To help S4 low achiever learn some mathematics topic better before the 2nd term test	S4	2023/2/22-3/15	Math	Feedback from tutor, teachers and students	Most of the participants were willing to do all the basic worksheets and ask tutors questions. Small group teaching has facilitated more individual caring of the low-ability students	2,160.00
							<b>Total</b>	<b>29,280.00</b>

**Tak Oi Secondary School**  
**Enhanced Chinese Learning and Teaching for**  
**Non-Chinese Speaking Students (NCS)**  
**Report of spending for the school year 2022/23**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
Support NCS students in learning Chinese	1. To relieve the workload of teachers in teaching Chinese Language to NCS students	To hire contract teacher to provide intensive program on learning Chinese Language for NCS students	September 2022 – August 2023	Salary including MPF : \$1,251,715
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese	September 2022 – August 2023	Actual expenses : \$21,285
				<b>Total: 1,273,000</b>

**Tak Oi Secondary School**  
**Learning and Support Grant(LSG)**  
**Report of spending for the school year 2022/23**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
Support students in 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 : \$172,716.46
	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		Actual expenses : \$37,500
				<b>Total: 210,216.46</b>

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	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	TOSS APPS Leadership Development Project: To develop S3-4 students to have better understnading about programme planning through organising programmes for new S1	May-Aug 2023	S3-S4	34	32,676.10	961.06	E1	Leadership Training	S3-4 students successfully helped the new S1 students to better adapt to the new environment and build up new social connections with classmates.		✓			✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
2	<u>Girl Guides Activity</u> - It aims to cultivate young people with values and spirits of humanitarian and volunteerism	Oct 2022 to Mar 2023	S1-S5	14	1,326.80	94.77	E1 & E9	Leadership Training	Members participated actively in school events and performed well.		✓		✓	
3	<u>Digital Media Team</u> : Photography training courses are organised for providing a professional training courses and tools to students to train their photo-taking skills.	10 Oct 2022 to 30 Nov 2022	S2-S5	24	7,663.10	319.30	E5	Arts (Others)	Tutors patiently taught photography skills to Digital Media Team members. Students understand more about different functions and modes of cameras.			✓		✓
4	<u>Dance Team</u> : To promote dancing, fitness, teamwork, confidence, cultural appreciation, and provide performance	Oct 2022 to June 2023	S1-S3	18	11,438.00	635.44	E1 & E5	Physical Education	During the performance day, the dance team showed excellent coordination and synchronization. They moved			✓		



No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	opportunities for students.								together smoothly, maintaining a consistent and unified performance.					
5	<u>Stage Performance Team</u> The drama program provides students with regular training to develop their acting skills and explore the many benefits of drama participation	Sept 2022 to June 2023	S2-S5	12	62,614.00	5,217.83	E1 & E2	Arts (Others)	Students excelled at the Hong Kong School Drama Festival and Tops Performance Day, displaying confidence and skill. They received awards for Outstanding Co-operation, and five students were recognized as Outstanding Performers at the HKSDF. Their impressive achievements	✓	✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Value Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									were widely appreciated..					
6	<u>S5 &amp; S6 Mindful Yoga Workshops</u> - The Guidance Team cooperated with PE Department to arrange Mindful Yoga lessons for S6 & S5 students to help them calm their mind, improve their focus, relieve their study stress and relieve muscle tension.	Oct to Nov 2022, Feb to Mar 2023	S5 & S6	218	7,200.00	33.03	E1	Physical Education and Mental Health	Gentle stretching with yoga wheel created an unusual experience in relaxing students' tighten muscles.			✓		
7	Ticket fee for visiting HK Palace Museum : A national education activity was organised for S2 students on 13th February.	2023/2 /13	S2	30	360.00	12.00	E1	Moral, Civic and National Education	The activity enhanced the students' knowledge of the development of ancient China and fostered a stronger sense	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									of national identity.					
8	Application Fee for the MEP23 competition: This competition aims to cultivate students' generic skills, raise their awareness of social issues and corporate social responsibility through proposing a viable business on innovative services or product that could address the current social needs and circumstances.	Jan 2023 - Aug 2023	S4	12	800.00	66.67	E1	Cross-Disciplinary (Others)	Students showcased their talents and creativity as well as applied the knowledge that they have learnt in the workshops to propose a product for the community.	✓				
9	Chinese Culture Day - Dragon & Lion dance show, workshop fee and	2023/1/16	S1-S6	660	57,454.30	87.05	E1, E5& E6	National Security	The Chinese Culture Day was held on 16th January 2023. This	✓	✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	supply of materials and prizes for the activities								year's theme is "Martial Arts Culture", which aims to let students experience the beauty of Chinese martial arts and experience the characteristics of different traditional Chinese crafts through martial arts performances and experiential learning workshops respectively. Students observed Kung Fu routines, practiced luminous dragon dance, made shadow-					

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									picture lanterns and flour dolls, created Chinese Opera masks and paper cuttings. We all celebrated to welcome the Year of Rabbit gratefully and joyfully! The Day was harmonious, and the atmosphere was lively.					
10	<u>S5 Stress Release Workshop</u> - In order to release the study stress of S5 students, the two social workers held a Marble Painting Workshop in CTP.	21 Nov 2022	S5	111	2,040.00	18.38	E1	Mental Health	S5 students enjoyed making marble and they learned to create a rhythm with their movements and became more aware of their emotions during the process.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
11	<u>S3 Mindfulness Workshop</u> - To help S3 students learn how to control their emotions and how to self-regulate through making a Calming Jar.	10 Jan 2023	S3	104	2,374.00	22.83	E1	Mental Health	It was a great activity to help students find calm, relax and learn to manage big emotions.		✓			
12	Fee for Aberdeen 1773 culture and heritage tour	2023/2/13	S2	27	5,850.00	216.67	E1	Moral, Civic and National Education	The activity enhanced the students' knowledge of the development of Hong Kong and fostered a stronger sense of national identity.	✓	✓			
13	<u>Athletics Team Trainings:</u> To arouse students' interest in athletics track and field and training for the preparation of	Oct 2022 to Apr 2023	S1-S5	26	28,524.00	1,097.08	E1, E2 & E5	Physical Education	Members participated actively in training. They well-followed the coach's instructions. The coach provided			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	interschool competition.								professional support in training as well.					
14	<u>Badminton Team Trainings:</u> To arouse students' interest in badminton and provide training for the preparation of interschool competition.	Oct 2022 to Apr2023	S1-S5	29	27,470.00	947.24	E1, E2 & E5	Physical Education	Members participated actively in training. They well-followed the coach's instructions. The coach provided professional support in training as well.			✓		
15	<u>Basketball Team Trainings:</u> To arouse students' interest in basketball and training for the preparation of interschool competition.	Oct 2022 to May 2023	S1-S5	19	31,278.00	1,646.21	E5	Physical Education	The captain and vice-captain led responsibly, communicating well with advisors. Team members actively trained despite the hot weather, following instructions and			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									maintaining good attendance. The captain and vice-captain displayed great enthusiasm and dedication. They actively engaged in training and worked towards promoting table tennis within the school. The team members also actively participated in training sessions, demonstrating their commitment and adherence to the coach's instructions. Overall, the					



No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									team's performance in the C-grade HKSSF competition was commendable.					
16	<u>Volleyball Team Trainings:</u> To arouse students' interest in volleyball and training for the preparation of interschool competition.	Oct 2022 to May 2023	S1-S5	35	36,120.00	1,032.00	E5	Physical Education	The captain and vice-captain were responsible leaders, guiding the team during training and communicating effectively with advisors. Team members actively participated in training despite the hot weather, following the coach's instructions, and maintaining			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									good attendance.					
17	<u>Western Instrument Class:</u> To help students develop musical skills and knowledge . To provide opportunities and systematic training to students so that they can excel their talents in music	Sept 2022 to May 2023	S1-S5	70	109,721.10	1,567.44	E1, E7 & E8	Arts (Music)	Students have good performance in the TOPS Day.			✓		
18	<u>Chinese Instrumental Group &amp; Chinese Orchestra</u>	Sept 2022- May 2023	S1-S5	32	101,333.60	3,166.68	E1	Arts (Music)	Students improve their skill and interests. Students got the Merit Award in the 2021-2022 Music Interflow. Give performance in school.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
19	SportsCHAT - Roller Skating & Boxing Class	2022 Nov 15, 12 2023 Jan 7,14 2023 Feb 4, 18, 25 2023 Mar 11 2023 Apr 1, 15, 22, 29 2023 May 6, 13, 20	S1-S5	20	40,000.00	2,000.00	E6	Physical Education	Students participated actively in boxing class which was a good other learning experience as boxing was not covered in the regular PE curriculum. Moreover, students were provided opportunity to showcase their performance in TOPs Day.			✓		
20	Stirng Ensemble: To provide a platform for musicians who play string instruments, such as violins, violas, cellos, and double basses, to come together and	Sept 2022 to July 2023	S1-S5	5	13,306.00	2,661.20	E1 & E7	Arts (Music)	Students showcased outstanding performances in a multitude of school concerts. Their talents shone brightly as they captivated the			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	perform as a cohesive group. The ensemble aims to showcase the beauty and versatility of string music, foster musical growth and development among its members, and create opportunities for collaboration and artistic expression.								audience with their skills and abilities. Their dedication to rehearsals and their passion for music were evident in their exceptional stage presence and delivery.					
21	School Choir: To provide opportunities and systematic training to students so that they can excel their talents in music	Sept 2022 to July 2023	S1-S5	22	27,823.80	1,264.72	E1	Arts (Music)	Students have good performances in the Graduation Day Performance			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
22	<u>Table Tennis Club &amp; Team</u>	2022 Oct 14,15,21 2022 Nov 4,18,25 2023 Feb 3,10,24,25 2023 Mar 3,10,31 2023 Apr 21,28 2023 May 5,12,19,28 2023 June 3	S1-S5	29	13,308.70	458.92	E1, E5	Physical Education	The captain and vice-captain were very active. They showed passion in training and promoting table-tennis in school. Members also participated actively in training. They well-followed the coach's instruction. The performance of C-grade HKSSF competition is rather good.			✓		
23	Debate Team provides a wonderful platform for Tak Oi debators with numerous golden	Sept 2022 to July 2023	S2-S5	15	13,200.00	880.00	E5	English Language	Students enjoyed the debate sessions and were mentally challenged. The	✓	✓			✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	chances to debate with their counterparts of other local EMI schools throughout the year.								course expanded their exposure of global topics with other EMI schools, which helped them develop logical and critical thinking skills successfully. Their efforts and ability were affirmed by the championship of the Year 2022-2023.					
24	Experiential Learning Day For S1 to S5 Students. It aimed to promote intellectual and social wellness among students. S2 and S3 students showcased their learning outcomes	2023/6/27	S1-S5	553	17,873.30	32.32	E1 & E2	Cross-Disciplinary (Others)	Experiential Learning Day was held successfully on 27 July 2023 showcase the learning With the exposure to different learning platforms not	✓	✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	through various STEM, English, and Chinese culture activities, while S4 students designed learning games for S1 students to promote leadership. S5 students benefited from visits and field trips that broadened their horizons.								only can boost their confidence but also reflect on what they have learnt .					
25	<u>Chinese Debate Team</u> Teach students debating skills and help them preparing for competitions.	Sept 2022 to July 2023	S2-S5	11	12,306.40	1,118.76	E1 & E5	Chinese Language	It enhanced students' communication skill and logical thinking.	✓	✓			
26	<u>Aesthetic Club</u> : To enhance students' creativity and interest in making handicraft.	Oct 2022 to Mar 2023	S2-S5	25	5,800.00	232.00	E1	Arts (Visual Arts)	Students knows he basic skill of making handicrafts .			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
27	<u>Singing Contest</u> : To showcase the singing talents of our students, Singing Contest was arranged by Four Houses and Music Department.	2023/5/23	S1-S5	553	1,355.80	2.45	E1 E6, E7, E8	Arts (Music)	Students have excelled their music talents in the event. Students participated a variety of categories of competitions and delivered good performance and cultivated team spirit			✓		
28	<u>Red Cross</u> : Various life-skill activities were conducted	Oct 2022 to Mar 2023	S1-S5	22	69.50	3.16	E1 & E9	Leadership Training	To develop students' team spirit and collaboration skill.		✓		✓	
29	<u>S6 Stress Release Workshop</u> - In order to release the study stress of S6 students, a DIY Aromatherapy Workshop was organized for them during CTPs.	27 & 28 Oct 2022 1 Nov 2022	S6	107	16,406.60	153.33	E1	Mental Health	S6 students had a great time as they are creating their own essential oil blends and learning how to use them for better health.		✓			



No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
30	<u>S1&amp;S2 Expressive Art Workshop</u> - To cultivate the mutual supporting atmosphere among the students and to comfort the emotion upheaval of students who had been encountering adjustment issues.	16, 23, 26, 30 Sep 2022	S1	10	6,000.00	600.00	E5	Arts therapy & Mental Health	Students enjoyed the activity as they created art together, shared their challenges and emotions, and supported each other throughout the process.		✓			
31	<u>S5 Stress release Workshop</u> - In order to lower the study stress of S5 students, a Mindful Meditation and Stretching Workshop was held in the CTP.	21 Apr 2023	S5	111	12,506.50	112.67	E5	Physical Education and Mental Health	The students try the body stretch and mindfulness workout to relax their body and mind.			✓		
32	<u>Youth Mental Health First Aid course</u> - To understand more about the students	21 & 23 Dec 2022	S2-S5	20	2,000.00	100.00	E1	Mental Health	The course is beneficial for guidance teachers and prefects, as it teaches them		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	with mental problems.								effective ways to care for and support students facing emotional challenges.					
33	<u>S1 Expressive Art Workshop</u> - To release the tense of students with high risk of anxiety after the School-based Screening of Student Mental Health Support Scheme.	2022/12/21	S1	18	7,600.00	422.22	E5	Arts therapy & Mental Health	Satisfactory. The students could express their needs and emotions through art activities.		✓	✓		
34	<u>S3 Sex Education Talk</u> - A Sex Education Talk was conducted by an experienced social worker Ms. Lau for all S3 students to raise students' awareness in the fight against sexual violence.	21 Feb 2023	S3	104	4,800.00	46.15	E5	Values Education	Students strength the awareness of the sexual violence and sexual harassment.		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
35	<u>S4 Stress Management Workshop</u> - It is a DIY Aroma Roll-On, Aroma Hand Cream and Massage Workshop for all S4 students to help them regulate mood and bring about a sense of peace and comfort.	2 & 22 Feb 2023	S4	106	9,006.00	84.96	E1	Mental Health	Students had a satisfying experience applying hand cream, using their senses to massage it into their skin and relieve stress.		✓			
36	The project "You Have All Our Blessings" was successfully held. The gifts " MC Pencils " were given to S6 students in Feb 2023.	17 Feb 2023	S6	107	6,289.40	58.78	E1	Values Education	Satisfactory		✓			
37	<u>Sports Day</u> :To promote physical fitness, encourage sportsmanship and teamwork, enhance school	17 Jan to 18 Jan 2023	S1-S6	660	\$15,451.20	\$17.94	E1	Physical Education	During the Sports Day, students enthusiastically participate in			✓	✓	

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	spirit and unity, develop leadership skills for students.								various events and activities.					
<b>Sub-total of Item 1.1</b>					<b>751,346.20</b>									
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														
4														
5														
<b>Sub-total of Item 1.2</b>					0									
<b>Expenses for Category 1</b>					<b>751,346.20</b>									

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

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1				
2				
3				
<b>Expenses for Category 2</b>				<b>0</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>751,346.20</b>

\* : Input using the following codes; more than one code can be used for each item.

Code for Expenses

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

**Category 3: Estimated Number of Student Beneficiaries**

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

Name of Contact Person for LWL: Post of Contact Person for LWL:	Ms.Wong Yin Shan Vice Principal
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- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational software, resource packs)
- E9 Others (please specify )

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

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)
  - a. Students were positive and interested in different library activities, such as thematic book display, reading activity, author talk, and reading programme. Students participated actively in the activities.
  - b. Compare with last year, the checkout rate increased and satisfied. Students were interested in new books.
  
2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)
  - a. Eight thematic book displays and four related reading activities were held. Students have to complete worksheets or play games after visiting the book displays. The number of participants was satisfactory. Those book displays and activities can motivate students to read.
  - b. Six book recommendations were held in the morning assembly through Public Address System or face-to-face. Students were attentive and willing to borrow the recommended books.
  - c. Two author talks were held. The first talk was held for S5 students in February 2023, which is talking about how to care for animals and self-growth. The second talk was held for S1 and S3 students in July 2023, which is talking about diving and how to trace dreams. Students raised questions actively and enjoyed the talk.

## Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$ 39,393.83
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$ 10,590.00
	<input type="checkbox"/> e-Read Scheme	
	<input checked="" type="checkbox"/> Other scheme : <u>Wisenews</u>	
3.	Reading Activities	\$5,600.00
	<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 :	\$6,672.70
	➤ <u>Buying the materials for reading activities and school reading scheme</u>	
	➤ <u>Book store visit and activity</u>	
	➤ <u>Gift for encouraging students to participate reading activities</u>	
	<b>Total:</b>	<b>\$ 62,256.53</b>
	<b>Unspent Balance:</b>	<b>\$64,576.47</b>

\* Please tick the appropriate boxes or provide details.

**Tak Oi Secondary School**  
**School-based After-school Learning and Support Programmes (SBG)**  
**Report of spending for the school year 2022/23**

	<b><u>Name of Programme</u></b>	<b><u>Departments/Teams</u></b>	<b><u>Participants</u></b>	<b><u>Time Scale</u></b>	<b><u>Amount of spending</u></b> HK\$
1	Enhancement classes	English	S3	2022/10/6-11/17	4,200.00
2	Examination revision classes	Learning Support Team	S1-S2	2022/11/28-12/2	23,040.00
3	International Mathematical Olympiad training	Mathematics	S1-S3	2023/2 -2023/5	24,720.00
				<b>Total</b>	<b>51,960.00</b>



**Tak Oi Secondary School**  
**School-based After-school Learning and Support Programme (SBG) 2022/23**  
**Evaluation Report**

Subject Departments / Teams / ECA Groups	Name of Programme	No. of disadvantaged students	Evaluation (Effectiveness of the programme, including students' learning and affective outcomes.)
English	S3 Enhancement Classes	18	The attendance was satisfactory. S3 students were attentive and some were responsive.
Learning Management Team	S1 and S2 Pre-exam Revision Group	21	In order to cater for learning diversity, small group revision groups would be conducted in S1 and S2 before examination in each term. They aim at clarifying concepts that they are unfamiliar with in different subjects in S1 and S2 and help students to prepare for the examination. Feedback from students and alumni are collected.
Mathematics	Hong Kong Mathematical Olympiad courses		<ol style="list-style-type: none"> <li>1. More focuses on different Math topics and competition preparation. For the next year, we can choose a more suitable service provider by comparing the teaching syllabuses of different levels.</li> <li>2. S1: 60% of S1 participants mentioned that they want to take HKMO course next year as the course is interesting to them and they have learnt different math questions. 90% of them agreed that the course was well organized, and the handouts were useful. 60% of them agreed that they have made improvement in Math after taking the course. 50% of them agreed that the course enriches them with knowledge and confidence.</li> <li>3. S2: Most of the participants indicated that they will not take the HKMO course next year since they think that the course is too difficult for them. Some of them explained they have a lot of after-school activities. They found some of the math skills are useful for them, especially the part of identities and factorization. However, some participants mentioned that the teaching progress of the course is too slow.</li> <li>4. S3: 86.7% of S3 participants agreed that the course was well organized. Most of the participants mentioned that they want to spend more time on revision next year therefore they will not take the HKMO course next year. They mentioned that the course is beneficial to them as they learnt some new math knowledge such as function and quadratic equations.</li> </ol>

**Tak Oi Secondary School**  
**Senior Secondary Curriculum Support Grant(SSCSG)**  
**Report of spending for the school year 2022/23**

Appendix 13

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
Curriculum Support and Development	1. To facilitate the curriculum development for Senior Secondary School education	To employ contract teachers	September 2022 – August 2023	Salary including MPF: \$148,220.29
	2. To relieve the workload of teachers in supporting religious activities and careers affairs for students	To employ supporting staff	September 2022 – December 2023	Salary including MPF: \$325,014.74
				<b>Total: 473,235.03</b>

**Tak Oi Secondary School**  
**Report on the Use of the Student Activities Support Grant**  
**2022-2023 School Year**

Appendix 14

**I. Financial Overview**

A	Allocation in the Current School Year:	\$110,500.00
B	Expenditure in the Current School Year:	\$933.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$109,567.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	3	\$645.50
Meeting the school-based financially needy criteria	2	\$287.50 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>5</b>	<b>\$933.00</b>

### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Speech Festival	English Language	3	\$425.00	✓				
2	Outing & Picnic	Values Education	2	\$100.00		✓			
3	First aid course	Values Education	1	\$408.00				✓	
<b>Expenses for Category 1</b>			<b>6</b>	<b>\$933.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.00</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1									
2									
3									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
<b>Total</b>			<b>6</b>	<b>\$933.00</b>					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post): Ms Wong Yin Shan, Vice Principal

**Tak Oi Secondary School**  
**Teacher Relief Grant(TRG)**  
**Report of spending for the school year 2022/23**

Appendix 15

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
Curriculum Development	1. To facilitate the curriculum development and enhance the efficient use of the manpower resources	To employ contract teachers to enhance learning and teaching	September 2022 – August 2023	Salary including MPF : \$3,147,357.50
	2. To substitute lessons for teachers on leave	To employ temporary supply teachers to conduct lessons and act as invigilators for test and examination		Actual expense : \$112,700
				<b>Total : 3,260,057.50</b>

Endorsed by  
The Incorporated Management Committee of  
Tak Oi Secondary School

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

Date: 26 October 2023