



School Report 2021-2022

Tak Oi Secondary School

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Tak Oi Secondary School

School Report

2021-2022

(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 2021 – 2022 was the first 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 reviewed the school-based curriculum by streamlining the curriculum content for introduction of more subject skills and aligning with students’ developmental needs, integrating important education elements such as National Security Education and Value Education for promoting positive values towards learning, injecting new subject elements for arousing students’ interests in learning, and adjusting the curriculum for better bridging between JS and SS as well as implementation of BYOD.

Differentiated learning tasks were also designed in different subjects to cater for the learning needs of students so they could build up the sense of achievement and competence by completing the tasks that suit their needs and abilities. A wide variety of assignments were also suggested to showcase their potentials in various aspects e.g. poster design, puppet shows and organising game booths for other students after learning. Students demonstrated their learning outcomes through different means apart from completing written assignments.

Extended curriculum was extended to S4 under the measure of optimising four core subjects. To strengthen students’ inquiry minds and their generic skills such as communication skills, creativity, problem-solving skills, self-learning skills as well as collaboration skills, all S4 students will take the inquiry studies lessons in one phase while taking another extended curriculum either STEM, English Language or Appreciation of Arts in another phase. Students were given chances to showcase their learning outcomes and share with other students on the Experiential Learning Days. The students found themselves more willing to find solution on their own and make improvement, and more confident in sharing and presenting ideas.

Despite the influence of COVID-19 pandemic, subject departments persisted in organising meaningful subject OLEs to increase students' learning exposure. For example, S5 students visited museums and facilities in the interest of their elective subjects in the Experiential Learning Days, such as Arts and Technology Education Centre, Jockey Club Museum of Climate Change, Science Museum, Electrical and Mechanical Services Department. During the post-examination period, the school arranged different kinds of workshop for students to broaden their knowledge and interest in relation to the subjects, for example, DNA fingerprinting, chemical testing, STEM and art workshop. To enhance students' learning exposure, the school trained students for external competition and programmes, such as Mock Trial completion, HK Science Fair. Through these activities, the participating students learnt to apply their knowledge and creativity to solving various problems in life.

Cross-departmental learning activities and interdisciplinary learning were conducted to deepen students' learning in different subjects and to enhance students' transversal skills. S1 Transition Programme equipped students with a set of essential and useful learning skills that they could apply and recycle in different subjects during their secondary education. S2 students were able to integrate and apply their subject knowledge and skills through phenomenon-based learning. Subjects and teams collaborated in S2 involved English Language, Chinese Language, Life and Society, STEM, Value Education Team as well as Career and Life Planning Team. S4 students were introduced to issue enquiry learning in which they were guided to use their knowledge and skills learnt in different electives to make solutions for a better school or community environment.

Reflection

To further respond to the education development of Hong Kong, all subject departments will meaningfully integrate National Security Education in school curriculum or subject activities. A review of value education has been started to draw further insights to the school and map out effective plans to reinforce positive values among students. Under the measure of optimising four core subjects, 1 PE lesson is added in S5 to enhance students' physical well-being and activity lessons are arranged in S5 to widen students' horizons and foster whole-person development through immersive and reflective learning.

With the lifting of health protection measures and students' increasing civic awareness, the school has resumed to face-to-face whole school which gives more room for subject departments and teams for organising reach-out activities.

In order to foster advances in students' cognitive ability and passion in learning, new interdisciplinary learning will be introduced. For example, a Reading across Curriculum programme will be launched in S3 to broaden students' knowledge base, to help them 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 will be implemented in Reading Lessons and further developed in the coming years. The Technology KLA also plans to implement an interdisciplinary learning experience for students to serve the community through skills and knowledge in the subjects of Technology KLA.

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 LaC departments have developed a practice of providing language focus and support 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.

Enrichment support on English learning was given to S1 students in which English ambassadors in senior forms conducted reading activities for S1 students to adopt an inquiry approach in reading. S1 students were also invited to read and synthesis information from multimodal texts of various subjects.

English Department collaborated closely with the Mathematics Department to enhance the learning and teaching effectiveness of the subject with English as the medium of instruction through lesson studies. S3 teachers of Mathematics and English Departments as well as their Heads of Department conducted professional exchanges on the use of classroom language and promotion of verbalisation of ideas in English. Critical Friendship exercise was also conducted between the English and T&L teachers to facilitate pedagogical exchange.

A Learning Circle conducted by the English Department Head and 9 interested teachers from various departments and KLAs was formed to deepen their understanding of Reading across the Curriculum under the support of the EDB NET Section. Participants created a set text 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 participants submitted creative work under the support of the LaC themed videos. Students' learning was not affected by the pandemic but even enhanced through blended learning.

Subjects arranged different reading texts for students to expand their knowledge of the discipline and to discuss on some post-reading questions for higher-order thinking during the Reading Lessons. Students are also engaged in sharing sessions after reading and they were able to consider different perceptions and create their own solutions or thoughts during the sharing.

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.

After some years of IT in Education, teachers were willing and able to make good use of technology to facilitate students' learning. Some departments used flipped classrooms to facilitate students' self-regulated learning and self-reflection. E-learning was organically

integrated in learning and teaching when they were appropriate. Suitable e-learning platforms were also adopted to enhance students' engagement and feedback learning. In the school-based Major Concern Plan (MCP) Survey conducted in June 2022, students were positive in learning via E-learning platforms and showed their ability of self-reflection by identifying their improvement areas.

Question	S1	S2	S3	S4	S5
I will use information technology to facilitate my learning.	3.17	3.11	3.06	3.04	3.07
I am aware of my improvement areas in learning.	3.07	3.00	2.98	3.05	2.99

(4-point scale)

Reflection

Lesson studies between the English and Mathematics Departments are good means for professional development and increasing students' language proficiency through different subjects. More LaC departments will join the practice of lesson studies and gain expertise suggestions from English Language teachers. With the collaboration and professional sharing among LaC subjects, a more systematic approach of helping students to develop a vocabulary log will be adopted in some departments.

To increase the impact of Reading across Curriculum and expand students' reading content, the Learning Circle on RaC in collaboration with the EDB NET Section will be continued and more subject departments will be invited.

Reading across Curriculum programme will be launched in S3 to broaden students' knowledge base, to help them 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 will be implemented in Reading Lessons and further developed in the coming years.

In order to maximise the benefit of e-learning tools and IT in Education to students, BYOD will be implemented in S1, S2 and S4 in 2022 - 2023. Subject departments will select the most suitable platforms and appropriate time to make effective use of e-learning. Professional learning community of BYOD will also be conducted to share good practices and experiences among teachers.

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 from this gain more confidence on learning.

Formulative assessment 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

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 and TSA reports 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.

Teachers made use of different e-learning platforms to facilitate providing more instant and personalized feedback to students. By participating in activities and doing assessment tasks on Google Form, Nearpod, Quizizz, etc., students could better understand their learning progress and most importantly made improvement from teachers' instant feedback inside and outside classrooms.

Reflection

There are a variety of methods that can be used for assessment for or as learning. It is important for teachers to clarify what the purpose of the assessment is and select the method that best serves the purpose in a particular context.

To further develop our students to self-reflective learners, students will be given opportunities to reflect on their work which can be conducted through self or/and peer assessment. For students who are more aware of their learning progress, they can even decide what their next learning will be. Teachers will continue to use different strategies to help students to take more responsibility for their own learning and monitoring future directions.

Some subjects will provide exemplars and models of good practice and quality work that help students reflect their learning outcome. Some will also provide students clear criteria of good practice so that students are guided to review their learning and validate and question their own thinking.

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
27 th August 2021	Talk on National Security Education Legal consultant enhanced teachers' understanding of the National Security Law and discussed with teachers how teaching and learning would be related.
8 th October 2021	心靈教育初體驗 The staff formation programme aimed to promote teachers' mindfulness and mental wellness.
23 rd November 2021, 9 th December 2021, 13 th December 2021	Learning Circle for BYOD Three sessions were organized for S1 subject department heads and teachers for the preparation of BYOD implementation in S1 in the second term. Practical skills on different platforms or software were introduced to facilitate the learning and teaching effectiveness under the BYOD scheme.
2 nd December 2021	National Security Education Teachers' Workshop The joint-school activity involved professional sharing and discussion among professional educators from the EDB, teachers of our school and other schools, concerning the implementation of National Security Education in lesson planning and design.
12 th January - June 2022	Learning Circle for Reading Across Curriculum The participating teachers developed a better understanding of the concept of Reading Across Curriculum and enhanced the ability to design learning and teaching activities to support reading in different subjects. The Learning Circle was supported by the NET Section of the EDB.

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.

To nurture new teachers and staff to better adapt to the school's environment, induction workshops and mentor-mentee system were continued 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.

Reflection

In the past few years of COVID times, students and teachers experienced online lessons and increased their readiness for more implementation of the BYOD scheme. The school will implement BYOD in S1, S2 and S4 in 2022 – 2023. In order to further prepare and develop teachers' skills and pedagogies associated with BYOD, the Learning Circle for BYOD will be continued for teachers to enhance their skills and applications.

Riding on the new initiatives of S3 Reading across Curriculum reading scheme, the Learning Circle on RaC in collaboration with the EDB NET Section will be continued and more subject departments will be invited.

To further equip the leadership and management skills of department heads, a Learning Circle on department leadership will be organized by the Principal to facilitate professional growth among new department heads. The school would also organise various workshops or experiences for teachers to strengthen their emotional and social well-being as well as value cultivation as educators.

Apart from the usual practice of new teachers' induction, an angel system would be set up to render more support to the new members in getting to know the school culture and their adaptation in functional posts.

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 planned different measures and activities to promote positive emotion such as gratitude, empathy, mindfulness, hope and optimism. It is believed that with the important values instilled and different life skills equipped, the students will stay optimistic and persevere when they embrace challenges in the past, at the present and in the future.

Achievements

Opportunities were created for students to deepen their self-understanding, explore their potential, display their achievement and talents, accept their limitation, and make betterment beyond their limitation. Through the Student Growth Lessons in S1 – 2, students were aware of the uniqueness of individual and their own strengths and weaknesses. Students in S3 – S6 were also equipped with necessary knowledge and skills to set career and life goals and to make informed choices through activities such as Holland Code Assessment, Online Taster Programme and Career Counselling. Students learnt how to create meaning in life that belonged to themselves as individuals.

Despite the pandemic and the arrangement of “Special Vacation”, the school continued to organise different programmes and activities for students to shape important values towards life. Examples were class-mass for S3 and S4 students, a life sharing session for S5 students, support videos made for S6 students, Religious Assembly for the whole school, Christmas Prayer Service, Religious Sharing, Synod for catholic teachers and students and year-end thanksgiving mass. To further enhance students' awareness of mental health literacy and stay resilient, all S1 and S2 students participated in “Start the Day Full of Energy” Slogan Design Competition and three entries were nominated to the competition.

Students were also given platforms to display their talents and serve the school at many different school functions and teams. For example, the members of performing arts-related ECA showcased their learning outcome and talents at a school assembly while different student team leaders were invited to take the lead to organise different activities and share their experiences in school functions. Through serving, students were aware of their competence and became more confident.

Subject departments and teams meaningfully integrated National Security Education elements to cultivate students' sense of belonging to the country through various learning activities and exposure. For example, students were able to understand more about the technology of vaccine produced by SinoVac, China's situation on ecological security of river and coastal environment management, Chinese folk songs and Chinese Opera, Chinese painting and Calligraphy and so on.

The Phenomenon-based Learning which was an interdisciplinary curriculum encouraging students to design from empathy. The prototypes and technology created by the students were developed from empathising the needs of their target groups and audience. Students used their creativity to initiate a prototype that enhanced the lives of the Dementia and visually impaired patients. Students gained a strong sense of ownership and achievement when they were able to showcase their learning outcomes and products to others on the Experiential Learning Day. Some of the students even participated in territory-wide competitions with their innovative ideas. Four S2 students had participated in the Hong Kong Science fair organized by the Hong Kong Innovation Foundation in June 2022. With their innovative ideas in helping dementia elderly, the school team successfully entered the final and showcased their products in Hong Kong Convention and Exhibition Centre. The Team was awarded with a merit with a prize of HKD\$5000.

Reflection

Being aware of the academic stress faced by the coming S6 students with the possible impact brought by the online learning in the past few years, the school will organise more programmes to strengthen the resilience and perseverance of students with collaboration with E&RE subject. A life sharing session will also organised for S6 students and parents on S6 Parents' Night to empower students with more positive energy to face difficulties in life.

The Value Education Team will also set up themed months to further promote important values students need in self-direction. The themes include 'Diligence' and 'Integrity' and different activities will be organised to enhance students' awareness and understanding of the values as well as to provide opportunities for student to act and live out the values through reflection and action.

In response to the recent social development, the school sees the importance of increasing students' resilience to different temptations such as drugs. Therefore, the school will participate in various programmes to invite students to collaborate for promotion of anti-drug and other related education programmes to the school community and society. This is also a chance for students to increase their learning exposure and stretch their potentials through participation of the programmes.

Priority Task 2: Developing positive relationship with others

Helping students to develop positive relationships made them feel supported, loved and valued. More importantly, students gained higher sense of satisfaction and inspiration from others through social interactions. They strengthened the bonding with others including the society and the nation through different activities in collaboration of teams, such as Singing Contest, Class-based Activity Day, Sports Experiential Day, etc.

Achievements

The Life-wide Learning Committee organised a series of activities to engage students for a higher class spirit, more interactions with teachers and other schoolmates and gain support and appreciation from others. Class-based Activity Day was held on 15th October to create

valuable joyful moments with classmates and teachers. They achieved mission and experienced the activities together, which enhanced the collaborative spirit and sense of belonging to their class. Sports Experiential Day was organised in November to allow students to experience new sports and build up positive relationship with other schoolmates from the same House. They tried hard to accomplish better results for their respective House through collaborative tasks. The highlight of the school was the Singing Contest held on 27th July which provided a platform for students to display their talent in music and appreciate the effort of others. At the Singing Contest, parent representatives were also invited to enjoy the performances and show support to the students. The presence of parents in school events was a display of not only home-school cooperation but also the love and care from parents.

The Parent-teacher Association organised various programmes to promote harmonious parent-child relationship through e-Parent Education on Mobile Phone, a sharing talk on teenage mental health and some other parent interest classes. Parents' Day and Night were also organised for different forms so as to maintain close home-school collaboration. Parents were given useful advice on how parent-child relationship could be further enhanced and established a close connection with the teachers and school through participation of different activities.

The Student Council organised a Student Forum in June to offer an opportunity to facilitate the mutual communication between the school and students. Student representatives from each class and the senior management team of the school exchanged their ideas and opinions on various school arrangement and activities. They better understood the viewpoints and concerns of each other with the common goal of achieving the vision and mission of the school. The open and effective communication was evidence of trust and love between the school and students.

Alumni sharing was organised to broaden students' horizons and building up a stronger sisterhood between the existing students and alumni. The alumni shared about their experiences in university education and career world. Their advice and support to their sisters were highly appreciated. An online alumni event was also held by the Alumni Association, connecting and reconnecting different generations of alumni and teachers locally and internationally.

Flag-raising ceremony was held every Wednesday since January 2022, in which student leaders were responsible for the ceremony after receiving the training in December. They were proud of being the representatives and worked hard to ensure that the ceremony ran smooth. Some students also shared a speech at some of the flag-raising ceremonies to increase the understanding of the school community towards national development and to enhance the sense of national identity of all. Chinese Cultural Day was organised by Four Houses during the post-exam period to heighten students' awareness of the beauty of Chinese arts and culture such as clothing, music and dance. Students demonstrated their creativity and interests in Chinese arts and culture. Moreover, all S1 to S3 students joined the National Day Online Quiz Competition during Chinese History and History lessons from late September to early October. The Value Education Student Team also organised the activity '國家安全知多 D 問答比賽' for S1 to S5 classes on 23rd June. Students were exposed to more accurate information about national development and national security.

Reflection

With the concerted effort of the whole school community, the school have met the requirements of the resumption of whole-day face-to-face school. Different activities and programmes will resume face-to-face and be in full swing to meet the developmental needs of students. Picnic Day, Sports Day and voluntary services will be resumed so that students have more opportunities to work in teams and serve the community. The school will also organise more outreaching programmes for students to connect with the nature and enhance their environmental awareness.

For further enhance the national identity of the students, the flag-raising ceremony will be extended to each class, meaning that class representatives of each class will receive training on flag-raising and will be responsible for the ceremony. All subjects will meaningfully provide opportunities for students to deepen their understanding of national development and security inside or outside classrooms. The school will also make new connections through the Sister School Scheme to facilitate exchange and collaboration.

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 education. 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 2021-22 was listed in the table below.

Form	Number of students taking up posts of responsibility as student leaders
1	32
2	33
3	67
4	102
5	127
6	32
Total	393

S4 Experiential Leadership Programme was developed to nurture students' personal leadership skills and team leadership ability with the space released by the Optimising Four Core Subjects measure. Three topics namely creativity, resilience and proactiveness were introduced in various forms of activities. Through the thorough reflection after the activities, students reviewed their own personal growth and further sharpened their strengths to face the upcoming challenges in the senior secondary. All S4 students organised an activity for S1 students on Experiential Learning Day with application of the leadership skills they acquired in the Programme. They were very content and confident about their planning and contribution.

TOSS APP Leadership Development Project which aimed to nurture successful student leaders through serving were joined by 39 students in 2021 – 2022. Leadership skills such as interpersonal communication, team building and programme planned were introduced to them. They applied the knowledge and skills to help the Pre-S1 students to adapt in the novel environment. They became the big sisters to support in the S1 Transition Programme on 1st and 2nd September 2022.

With the series of leadership training programmes and activities, students had a stronger willingness to serve and a reasonable level of confidence to lead. More than 95% of the Key Student Leaders agreed that the training and experiences enabled them to pass on some experiences to their schoolmates and to contribute to the school community. In the school-based Major Concern Plan (MCP) Survey conducted in June 2022, students perceived willingness to help the others. Students in senior forms rated themselves higher in self-confidence and confidence in becoming a future leader.

Question	S1	S2	S3	S4	S5
I am willing to help others.	3.39	3.41	3.23	3.21	3.26
I believe I can be a future leader.	2.37	2.58	2.53	2.75	2.76
I have the opportunity to maximize my potential.	2.71	2.75	2.61	2.70	2.76
I have confidence in myself.	2.43	2.49	2.46	2.52	2.56

(4-point scale)

Reflection

Due to the suspension of face-to-face classes from February to April, some student projects such as Basic Course on Mental Health to provide training for guidance prefects on supporting strategies and behaviour management for students with mental health problems, TOSS BuD Young Leaders Project to provide training for potential student leaders were

postponed to 2022 – 2023. The school will also explore the possibility for organising day camps for students to experience more team building and leadership training activities.

In response to the observation that our students have high expectation on themselves and are lack of self-confidence, the school will integrate elements of facing failures and making mistakes in different leadership programmes. This does not only empower students with higher spirit of resilience, but also educate them with the spirit of taking calculated risks.

Taking up important roles in the school, students can become more self-confident, positive even when they faced obstacles and willing to nurture their future successors. Therefore, student leadership training will continue to be a major part of the school major concerns and of students' school life. Following the relaxation of some anti-epidemic measures in second-half year of 2022 and the heightened vaccination rate, in the coming school year, the school would proactively look for opportunities and exposure for students to showcase their learning outcomes and skills acquired.

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.

In order to cultivate positive attitude among students and help them build up good habits and develop stronger sense of responsibility, Punctuality Scheme and Punctuality Award were practised in the past years. In the First Term, over 92% of classes met the requirement of the scheme. The scheme in the Second Term was cancelled due to switch in the mode of classes. About 85% of students were given a merit in the First Term for being punctual to school.

An award system for volunteer service named 'My Volunteer Footprint Scheme' was proposed to recognize both direct and indirect service in school community and outside school. Volunteer Service Certificates were given to the individual volunteer who rendered the criteria of number of service hours per academic year. The distribution of the awards across and the service hours in 2021-22 was listed in the table below.

Award	Number of students receiving the Award	Total Service Hours of Awardees
Gold	58	7983
Silver	50	3449
Bronze	38	1525
Total	146	12957

The school were supported by different parties for giving out students scholarship in recognition of their achievement and performance in different areas. Prize Presentation Ceremonies were held on 28th May 2022 and 11th August 2022 to celebrate the accomplishment of students in various competitions and programmes. This year, there were 45 scholarship awards that recognized the achievement of 196 awardees, including 4

of the S6 graduates receiving the scholarship of \$20000 each for their outstanding performance in HKDSE. The awardee of the TOSS Making a Difference Scholarship for this year shared with the whole school on how she strived for excellence to reach her goals in midst of difficulties in life.

Reflection

The school will increase the opportunities for students for participating into different competitions and external scholarships for displaying their talents and making accomplishments. Platforms for them to share about their journey are also important to help them reflect and encourage other students to appreciate the effort and achievement of other students.

Delia's Day Bazaar will be organised to appreciate individual talent and to nurture a sense of achievement and pride through charity. It is a learning opportunity for students to understand that accomplishment is more than an award and scholarship. Students' accomplishment in serving the needy and the community is an ultimate goal of our school education.

(3) Our Learning and Teaching

Academic Enrichment and Enhancement

Various enrichment and enhancement classes were conducted online or face-to-face in lessons of the regular school timetable or other time slots including after-school sessions or holidays to enhance learning effectiveness and cater for learning diversity. Subject Departments also organised different enhancement and enrichment groups to further enhance students' learning effectiveness in acquisition of examination content and skills. The following classes were arranged:

- (a) S1, S5 & S6 EE Lessons (August – September 2021)
- (b) S6 after-school EE (August 2021 – January 2022)
- (c) Extra Lessons for S5 and S6 in Christmas, Chinese New Year and Easter Holidays
- (d) S6 STAR Programme (Dec 2021 – April 2022)
- (e) S6 Post-mock Revision (February - March 2021)
- (f) Pre-S6 Summer Holidays Extra Lessons (July - August 2022)
- (g) Revision classes for S1 to S2 students before examinations
- (h) S1-S2 Post Examination Revision Class (August 2022)

Enriching English learning environment of the school community

Even though under the COVID-19 pandemic and suspension of face-to-face lessons, the school continued to provide an English rich environment in a whole school approach, with plenty of authentic opportunities for students to express themselves through English. Various events and activities, ranging from daily activities including morning prayers and announcements to important ceremonies such as prayer services inauguration, prize presentation etc. were conducted in English either by students or teachers.

The English Department contributed a lot in sustaining the development of an English rich environment:

Extended Curriculums were implemented from S2 to S4. Through different themed workshops and activities which focused on various skills building, students were able to solve the tasks and present their ideas confidently. Public Speaking and Debate were covered in S3's EC, while Readers' Showtime and Creative Writing were covered in S2's EC. S4 students were giving training on debating and writing in S4 Extended Curriculum. Students engaged actively and enjoyed the classes and showcased their learning outcomes on Experiential Learning Days (ELD) through games stalls or by participating in territory-wide or international English competitions.

Seasonal activities were organized by the English Ambassadors to promote English outside classroom and inter-disciplinary English learning. Students enjoyed the activities and the English Ambassadors were provided with opportunities to organise English activities to the school community.

Our English Campus TV Team provided an authentic platform for making English video clips on various school issues and teenage topics. Despite the pandemic, the Team produced a video “Hong Kong Class Snacks” this year.

In order to encourage the students to use the language outside schools and learn from others, students were trained to participate in various external programmes and competitions such as the Hong Kong Secondary Schools Debating, Time to Talk Speaking Contest, Writing Competition organised by M.I.C. Missionary Press and SOW Creativity Contest. Our students performed outstandingly in these endeavors.

(4) Support for Student Development

Widening the exposure of students

To widen students' exposure and stimulate them to set goals and strive for excellence, subject departments and functional teams planned to provide various learning opportunities in both academic and non-academic aspects for students both inside and outside school context.

Though a number of programmes were cancelled due to the safety concerns during the social events and the COVID-19 pandemic, the school seized opportunities and made adjustment for students to enrich their exposure and learning experiences through different school-based programmes such as Class-based Activity Day, Sports Experiential Day, TOPs Chef Cooking Competition, World Tour at Tak Oi, Chinese Cultural Day and Experiential Learning Days. Students were able to make connections with the society and the world as well as to build up positive relationship and emotions with teachers, parents and other schoolmates.

Nurturing positive values

Class teachers played an important role on giving care and concern, as well as advice and guidance to students in different levels. To cater specific needs of students at different levels, class teachers' periods were scheduled for S1 to S6 students with different focuses from enhancing self-understanding to career development. A year-head of each form, either from the academic domain or from the student support domain, has led the class teachers to discuss the arrangement in the class teachers' period and to facilitate communication among different parties at school.

To develop students to be a good leader of themselves and others, student leadership training was provided by various teams like the Student Leadership and Interflow Development Team, Discipline Team, Guidance Team and Value Education Team. Students were equipped with leadership skills as well as proper values of being leaders through the training. Students were also able to set goals and direction in life with the activities and programmes organised by the Career and Life Planning Team together with the help of different subject departments and teams.

Cultivating the Catholic core values in our students, the Pastoral Care and Religious Education Team worked closely with the Ethics and Religious Education Team as well as other subject departments and teams to organise school assemblies and other activities.

Student Growth Committee designed student growth lessons to help nurture positive characters, such as perseverance, thanksgiving and accomplishment of the students.

Workbooks “A New Page in Tak Oi” and “Love for the School Community” were designed for student growth lessons in S1 and S2 respectively.

Apart from nurturing positive values of students, the school also valued home-school cooperation and the positive change and development it benefited. The school participated in parent e-education programme ‘家長教育無界限’ in 2021-22. An instant messenger group was established to conduct scenario studies and discussions among the participating parents. Over 76% of participating parents found the programme satisfied their needs and expectation and found themselves more capable in improving communications and handling conflicts with their child by the skills and techniques they learnt in the programme.

With the concerted efforts of class teachers, different teams, and departments as well as the parents in providing plenty of opportunities to cater for students’ development needs, a caring and supportive school culture was cultivated.

(5) Student Performance

Even though the COVID-19 pandemic reduced the opportunities for students' exposure, our student tried to overcome the challenges and took part in various competitions and exposure. Students obtained various awards in the academic, physical and aesthetic aspects. The awards and prizes received included the Outstanding Award for the 14th Wong Tai Sin District and Kowloon Region Outstanding Students' Election 2021 – 2022, prizes in Inter-school Music and Speech Festivals, Mock Trial Justice Education Project 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 71% 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.

(6) Financial Summary

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	17,339,055.38	
I. Government Funds		
(1) Expanded Operating Expenses Block Grant		
(a) School Specific Grants		
1. Administration Grant	3,785,504.00	3,482,185.96
2. Composite Information Technical Grant	494,240.00	424,496.99
3. Capacity Enhancement Grant	642,934.00	699,034.00
4. Air Conditioning Grant	571,397.07	668,609.00
Sub-total	5,494,075.07	5,274,325.95
(b) Non-School Specific Grant		
1. Baseline Reference	1,977,992.66	2,140,296.31
2. Teacher Relief Grant	5,177,660.50	4,952,025.24
(c) Others	73,354.60	0.00
Sub-total	7,229,007.76	7,092,321.55
Total EOEBG	12,723,082.83	12,366,647.50
(2) Grants outside EOEBG	5,974,128.37	3,814,914.26
II. School Funds		
(1) Purchases of exercise books and pins	0.00	1,719.10
(2) Tong Fai	95,265.00	0.00
(3) Tuck shop rental	50,000.00	0.00
(4) Donation	13,250.00	80,000.00
(5) Fine	636.50	0.00
(6) Hire of school premises	10,478.90	0.00
(7) Interest income	20,844.78	0.00
(8) Insurance	0.00	48,741.12
(9) Others	819,288.80	828,203.00
Sub-total	1,009,763.98	958,663.22
Accumulated surplus as at the end of school year	19,905,805.58	

(7) Feedback on Future Planning

In the first year of the 2021 - 2024 3-year School Development Cycle, the whole school community worked concertedly on the Major Concerns “Promoting Holistic Wellness for the Common Good of All”.

The school fully embraced challenges for the smooth operation of the school brought by the COVID-19 pandemic and built sufficient confidence in God’s grace that the school can continue to provide quality education to our students and guide them for whole-person development. Students were provided with chances for a wider exposure of learning experiences through an updated extended curriculum, in content and spirit, as well as more meaningfully integrated learning experiences. After all, we hope students can be self-reflective and optimistic learners whose learning cycle go beyond the end of the lesson and the activity and whose spirit stay strong to see hope in challenges. Last but not least, students were given good variety of meaningful reading experience to enhance their ability to learn and to grow. Further effort will be put on developing Reading across the Curriculum to help students to transfer the skills to different subjects other than just the English Language as well as strengthening Technology KLA collaboration for enhancing students’ capacity to connect their knowledge and skills they acquired in different subjects.

Various student growth programmes were provided to cater for students’ personal growth needs and further cultivate the culture of positive thinking at school. Students have been trained to set goals and to have a direction for their own course of life. The school will put further effort in sustaining positive thinking and PERMA, an acronym of Positive Emotion, Engagement, Relationships, Meaning and Accomplishment, education to help different stakeholders to see opportunities amidst challenges. Students will be further encouraged to learn to live the school core values, Love and Truth, Joy and Thanksgiving, and make reflections on the experiences they have undergone at school from a positive perspective.

We would continue to work collaboratively to provide quality Catholic education to our girls and to prepare them well for new educational initiative and challenges from the rapid changing society.

Tak Oi Secondary School
2021-2022 Students External Awards

Hong Kong Association for Science and Mathematics Education

Hong Kong Biology Literacy Award

Second Class Honours	5D	Cheng Lok Yiu, Kylie
Third Class Honours	5D	Cheung Yan Kiu, Kelly Tam Tsz Yau, Madeline
Merit Award	5D	Chan Yat Yiu, Yoey Tse Ho Lam, Betty Wong Tsoi Ling, Belle Xu Shuk Ting Nicole

Hong Kong Innovation Foundation

Hong Kong Science Fair

Merit Award	2D	Fung Sum Yu, Sarah Lo Hoi Tung, Iris Ng Nga Man, Angel Wong Kwan Yin, Jade
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ICT Academy

ICT Learn-A-Thon

Certificate of Excellence	5D	Fan Wing Yu, Vicky
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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 2022 (華南賽區) 晉級賽

中學一年級組 - 三等獎	1A	宋蕊彤
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Asia International Mathematical Olympiad Union?

2022 Asia International Mathematical Olympiad Open Contest (AIMO Open) Semi-final

Bronze Award	1D	Chan Ka Ki, Crystal
	4A	Choi Ka Yu, Alison

Hong Kong Schools Music and Speech Association

The 73rd Hong Kong Schools Speech Festival

Solo Verse Speaking	Second Place	1B	Jamal Safiyya Bint Syed Ibrahim
		2B	Yu Hei Tung, Anson Aimee
	Third Place	2B	Safullah Umaima Khan

香港學校音樂及朗誦協會

第七十三屆香港學校朗誦節中文朗誦比賽

散文獨誦（普通話）	優良獎狀	1C	鄭寶兒
		2D	魏馨怡
		3C	戴綺莎
散文獨誦（粵語）	優良獎狀	5C	黃佩珊
詩詞獨誦（普通話）	優良獎狀	2B	馮凱翹

夫子盃教育發展信託基金

第六屆【夫子盃】演講比賽

粵語高中組	優異獎	4B	蘇樂媛
		5A	黃敏儀
普通話高中組	優異獎	5C	洪慧琦
粵語高中組	優異獎	5C	梁玉瑩

Hong Kong Secondary School Debating Competition

Best Speaker (Junior Team)	2C	Wong Yik Tsz, Gigi
Best Speaker (Senior Team)	4D	Poon Wai Kei, Vicky
	5C	Namra Amir
Division 1 Kowloon and NT		Champion

Education Bureau

“Time to Talk” Public Speaking Competition

Junior Section	First Place	3C	Chi Ka Yiu, Kelly
	Second Place	3B	Li Tan Ting, Priscilla
	Third Place	3D	Kwan Sin Man, Athena
	Merit Award	3B	Lam Wing Yin, Ally
Senior Section	First Place	4D	Leung Siu Hei, Charlotte
			Poon Wai Kei, Vicky
			Yue Cheuk Laam, Suki
			Cheung Chloe
	Second Place	5D	Cheng Tsz Kei, Dorothy
			Wong Tsoi Ling, Belle
	Third Place	4D	Lam Hau Hung, Rose
			Leung Ka Sin, Cassie
	Merit Award	5D	Tam Tsz Yau, Madeline
			Wong Tip Kwan, Annie
			Yip Chung Hei Toby

MIC Missionary Press
International Writing Competition
5D Tam Tsz Yau, Madeline

香港中華基督教青年會
第八屆全港中學微電影創作大賽

初中組 優異獎 3A 陳彥霏
吳明蔚
黃詠鈿

A.S. Watson Groups Hong Kong Student Sports Awards
5A Jong Tsing, Strawberry

Hong Kong Youth Music Interflows Chinese Orchestra Contest
Chinese Orchestra Merit Award (Awardee?)

East Kowloon Youth Society
The 14th Wong Tai Sin District Outstanding Students' Selection
Senior High School Category – Outstanding Student Award 5D Wong Tsoi Ling, Belle

Kowloon Region School Heads Association & Hong Kong Youths Unified Association
The 13th Kowloon Region Outstanding Students' Award
Senior High School Category – Distinguished Student Award 5D Wong Tsoi Ling, Belle

黃大仙文志獎學金
最顯著進步獎 4B 何卓彥

Commission on Poverty
Upward Mobility Scholarship
5B Hui Man Sze, Jenny
5C Liang Yu Ying, Sabrina

The Hong Kong Schools Mooting and Mock Trial Competition
Bencher's List of Honorary Mention for Outstanding Advocacy 5D Dorothy Cheng
4D Coco Yip
4A Corrine Kwan
3C Suyome Kwok

Tak Oi Secondary School
Capacity Enhancement Grant(CEG)
Report of spending for the school year 2021/22

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
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 2021 – August 2022	Salary including MPF : \$193,333
Curriculum Development	1. To relieve the workload of teachers in organizing multi-media activities for students	To employ multi-media support officer	September 2021 – August 2022	Salary including MPF : \$236,817
				Total : 430,150

Tak Oi Secondary School
Career and Life Planning Grant(CLPG)
Report of spending for the school year 2021/22

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 school development officer to provide support in life planning education and career guidance work	September 2021 – August 2022	<u>S1 – S2</u> Student Growth Lessons were designed for S1 and S2 students as to facilitate their adaptation to secondary school life and nurture them with positive values. Students generally showed positive feedbacks to the interactive lessons.	Salary including MPF: \$358,050
		To employ clerical officer to provide support on student activities and careers affairs to teachers	September 2021 – August 2022	<u>S3</u> A wide variety of activities was held for S3 students, including Holland Test, NSS subject selection workshops, Taster Programme, Group Counselling, Career Talk, etc. Positive feedback was received. Over 90% of students were satisfied with the CLP activities and they agreed that the activities can help them make well-informed decision in their subject selection.	Salary including MPF : \$268,884
Administration and activities support	1. To obtain external professional services in conducting life planning education and career guidance support	To arrange school based workshops, programs and activities	September 2021 – August 2022	<u>S4 – S5</u> S4 and S5 students are generally satisfied with the CLP activities for them, e.g. Alumni sharing for S4 & 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,	Actual expenses : \$18,200

Task Area	Objectives	Strategies/Tasks	Time Scale	Monitoring/Evaluation	Amount of spending HK\$
	2. To obtain related reference materials	To purchase related reference materials	September 2021 – August 2022	<p>themed talk organized by institutions. Some of the activities were held in online mode which limit the interaction among the speakers and students, students agreed that the activities can enhance their understanding of different careers, multiple pathways and foster their career aspiration.</p> <p>S6 S6 students were generally satisfied with the CLP activities. Positive feedbacks towards the JUPAS strategies workshop, OEA Writing Workshop as well as group counselling, etc. They agreed that the activities organized by the team enhance their understanding of multiple pathway and foster their career aspiration. They are able to make well-informed decision in their future studies plan.</p>	Actual expenses : \$7,169.20
				Total :	652,303.20

Tak Oi Secondary School
Diversity Learning Grant (DLG)
Report of spending for the school year 2021/22

Appendix 4

	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
1	Enhancement Programme	To help weaker students in S5 with reading, writing and listening skills	S5	2021/10/11-11/22, 2022/2/28-4/25	English	1 piece of writing was marked, a set of reading and listening were completed in each phase	Participants were able to apply the reading skills and locate the clues to give answers	7,500.00
2	Enhancement Programme	To enhance students' ability of answering data response questions and multiple-choice questions in DSE	S6	2021/9/24-11/30	Geography	One set of past paper was given out before the lesson	The attendance of students was satisfactory. One lesson (2 Dec 2020) has been cancelled due to the implementation on whole-day online lesson. Students were actively engaged in the lessons. They raised questions to further clarify and consolidate their concepts. Students showed positive feedback to the programme.	2,400.00
3	Enhancement Programme	To help weaker students with fact building and skills training	S6	2021/9/17-2022/1/7	History	5 topics are taught by tutors via online platform	Participants were willing to give response to tutor	1,050.00
							Total	10,950.00

Tak Oi Secondary School
Enhanced Chinese Learning and Teaching for
Non-Chinese Speaking Students (NCS)
Report of spending for the school year 2021/22

Appendix 5

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
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 2021 – August 2022	Salary including MPF : \$692,775
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese	September 2021 – August 2022	Actual expenses : \$23,100
				Total: 715,875

德愛中學
「促進香港與內地姊妹學校交流計劃」
2021/22交流報告書

Appendix 6

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

締結日期：(1) 2016年5月23日 (2) 2018年9月1日 (3) 2019年6月5日

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	參訪吉林田家炳中學，與管理層進行交流，認識兩校培育學生發展方向及吉林的教育模式等。	1.了解姊妹學校辦學理念及教學特色、教師培訓、學生培育等方針。 2.老師能了解中國的學制及學生素質，共建和諧文化。	由於疫情嚴重，未能聯絡姊妹學校，計劃將暫緩。	
2.	接待上海田家炳中學、吉林田家炳中學及壽光中學師生，在課堂及活動中進行交流，	1.兩地學生從課堂及活動中體驗體驗兩地學習文化的差異，擴闊視野。 2.老師能進行專業交流，汲取長處。		

第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	參訪吉林田家炳中學，與管理層進行交流，認識兩校培育學生發展方向及吉林的教育模式等。	未有進行交流活動		
2.	接待上海田家炳中學、吉林田家炳中學及壽光中學師生，在課堂及活動中進行交流。			
		總支出	0	
		總計	0	
		津貼年度結餘	157,127.00	

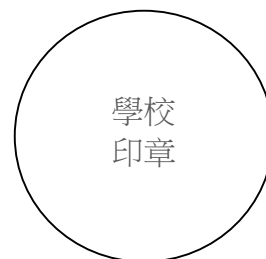
第三部分：資料修訂（如適用）

	修訂內容	備註
1.	姊妹學校易名(例如)	

第四部分：聲明

茲證明—

1. 本報告書已獲本校法團校董會／校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；
3. 所有開支均符合運用「促進香港與內地姊妹學校交流試辦計劃」津貼的準則和要求，以及教育局發出有關採購程序的通告及指引；
4. 本校會在每學年完結後的規定期限內，向教育局呈交經審核的周年帳目報告，報告內會分項列出使用津貼的收支；及
5. 以上提供的資料均屬真確，亦知悉教育局有權要求學校提供支出證明，作審核之用。



校監簽署： _____
 校監姓名： 劉惠蘭修女
 日期： 2022/9/30

Tak Oi Secondary School
Learning and Support Grant(LSG)
Report of spending for the school year 2021/22

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
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 2021 – August 2022	Salary including MPF : \$75,489.56
	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 : \$91,224
				Total: 166,713.56

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

Appendix 8

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

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	<u>Hong Kong Biology Literacy Award</u> : In order to further promote the learning morals among ALL secondary school Biology student.	Science	15/01/2022	S5	8	3 students got prizes in the competition	\$1,000.00	E6	✓				
2	<u>Brush Lettering Club</u> : Course fee and Material fee. It aims to enhance students' creativity and interest in brush lettering.	Arts (Visual Arts)	Oct 2021 to May 2022	S2 to S4	15	Students know the basic skill of Brush lettering	\$3,390.50	E1 & E5	✓	✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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	
3	<u>Chinese Debate Team</u> Teach students debating skills and help them preparing for competitions.	Chinese Language	Sept 2021 to Apr 2022	S2 to S5	10	It enhanced students' communication skill and logical thinking. One student was given award.	\$4,940.00	E1 & E5		✓				
4	<u>Modern Dance in Practice Project</u> , which is organized by Leisure and Cultural Services Department and City Contemporary Dance Company (CCDC). Through this project, students can learn creativity, basic dance techniques and choreography, so as to develop	Arts (Others)	Sept 2021 to Aug 2022	S2 to S5	18	Satisfactory	\$17,560.00	E1 & E5		✓	✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
	their dancing potential.												
5	<u>S3 Extend Curriculum- Chinese Dance.</u> Students will learn about the characteristics of different folk dance styles through practising dance .	Moral, Civic and National Education	Sept 2021 to Aug 2022	S3	30	It enhanced students' knowledge of Chinese dance .	\$21,500.00	E1 & E5		✓	✓		
6	<u>S4 Extend Curriculum Persuasive Writing and Speaking</u> - To teach students to write texts suitable for a wide range of audiences and purposes and prepare them to join an essay writing competition	English Language	Sept 2021 to June 2022	S4	40	Students know the variety types of writing and join the competition.	\$51,000.00	E5	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
7	<u>Public Speaking Training for English Ambassadors</u> : To provide training to a group of advanced learners of English and prepare them to join different public speaking competitions	English Language	Oct 2021 to May 2022	S2 to S5	32	Students know the variety types of writing and join the competition.	\$12,750.00	E5		✓		✓	
8	<u>Pastel Nagomi Art Workshop</u> - Nagomi Pastel Art is kind of healing painting art from Japan. In the workshop, the students used their own fingers to stick colored powder on drawing paper in simple lines and composition. The pastels' unique softness and	Arts (Visual Arts) & Mental Health	15 & 23 Nov 2021 (S1 & S2), 12,13,20 & 21 Oct 2021 (S6)	S1, S2 & S6	150	Satisfactory	\$4,350.00	E1	✓		✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
	translucent texture could help to calm the students' mind and relieve stress.												
9	<u>Fluid Art Workshop</u> - In order to release the study stress of S5 students, the two social workers held a Fluid Art Workshop in the CTP. The students could reduce their stress and ease their tensions through the fun and fresh paint pouring activity.	Arts (Visual Arts) & Mental Health	22 Nov 2021	S5	109	Satisfactory	\$5,100.00	E1	✓		✓		
10	The project " <u>You Have All Our Blessings</u> " was successfully held.	Value Education	01/03/2022	S6	104	Satisfactory	\$1,048.00	E1		✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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>Sex Education Talks</u> -Two talks was held for S1 , S3 & S4 students . It aims to raise students' awareness of sexual violence against women.	Value Education	3 Nov 2021 (S1) & 2 March 2022(S3), 7 June 2022 (S4)	S1, S3, S4	346	Students strength the awareness of the sexual violence and sexual harassment.	\$7,000.00	E5		✓				
12	<u>Mindful Yoga Workshops</u> - The Guidance Team cooperated with PE Department to arrange Mindful Yoga lessons for S6 and S5 students to help them calm their mind, improve their focus, relieve their study stress and stretch their body.	Values Education & Mental Health	S6: 17 Nov 2021 - 10 Jan 2022 S5: 21- 30 June 2022	S5 & S6	213	The students reflected that mindful yoga could help them stretch their body and release their stress.	\$5,600.00	E5		✓	✓			
13	<u>Meditation and Mindful Stretching Exercise</u> - In order	Values Education & Mental Health	2 June 2022	S5	109	The students try the body	\$6,500.00	E5		✓	✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
	to lower the study stress of S5 students, a Mindful Meditation and Stretching Workshop was held in the CTP.					stretch and mindfulness workout to relax their body and mind.							
14	<u>After School Care Support</u> - In order to provide emotional and academic support for the student cases due to the learning difficulties of online learning under the COVID-19 pandemic. It helps students to build up a good learning and homework habit.	Academic & Mental Health	17 Jan 2022 to 30 June 2022	S2 to S4	4	The students' learning attitude was improved and they had less missing homework.	\$3,780.00	E5	✓	✓			
15	<u>Well being Day</u> - Organising Workshops and Games for promoting Mental	Values Education & Mental Health	8 Aug 2022	S2 to S3	221	The students learnt more about healthy	\$1,215.60	E7		✓	✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
	Health in the school.					living and anti-drugs.							
16	<u>Digital Drawing Course</u> - Through participating in the course, students acquired various skills of using the App "ibisPaint" to make digital art . This created an opportunity for students to develop aesthetic sense and enhance their creativity.	Arts (Visual Arts)	9 Aug 2022	S1	75	Satisfactor y	\$2,700.00	E1		✓			
17	<u>Talk & Sharing by the Disabled athletes</u>	Values Education & Physical Education	16/11/2021, 5 Jan 2022, 11 Feb 2022	S1, S2 & S4	361	Students engaged in the talk and were inspired by the story of the guest speaker .	\$9,000.00	E1		✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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	
18	<u>Class-Based Activity Day</u> Life-Wide Learning Committee has organised various class-based activities on 15 October 2021 for different forms of students.	Leadership Training & Value Education	15/10/2021	S1 to S6	690	to create valuable happy moments with their classmates and teachers. Different activities, such as Board Games for S.1 students, Problem-solving Tasks for S2-4 students, and Check Point Challenges cum Class Cheer Competition for S5-6 students,	\$33,859.00	E1, E6 & E7		✓	✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
						were complete							
19	<u>Girl Guides Activity</u> - It aims to cultivate young people with values and spirits of humanitarian and volunteerism	Moral, Civic and National Education	Sept 2021 to June 2022	S1 to S5	15	Members participated actively in school events and performed well.	\$1,289.90	E1		✓		✓	
20	<u>Floor curling lessons</u> coached by disabled athlete. The workshop aims to promote social interaction of seniors, and provide an opportunity for physical activity and mental stimulation through thinking of game .	Physical Education	15 Nov 2021 to 2 Dec 2022	S4	121	Students learned the sport skills and game rules of floor curling. On the other hand, they gained experience on interacting with disabled people and knew that sports can be fair to everyone.	\$4,350.00	E5	✓		✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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	
21	<u>Sports Experiential Day</u> - To provide opportunity for students to experience new sports and build up positive relationship with others, Students participated in new sports like Mólkky, Roundnet, VX and Flyball. Professional coaches were hired to give supports and illustrate the sports skills and game rules.	Values Education & Physical Education	10/11/2022	S1 to S6	690	Students responded that they enjoyed playing the new sports. It was a new experience to them as the sports chosen were not in the regular curriculum. On the other hand, based on teachers' observation, the coaches gave instructions clearly and created a good participatio	\$30,680.80	E5		✓	✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
						n atmosphere for students.							
22	<u>Athletics Team Trainings: To arouse students' interest in athletics track and field and training for the preparation of interschool competition.</u>	Physical Education	Sept 2021 to Aug 2022	S1 to S5	15	Students participated actively in training with a good team spirit.	\$11,430.00	E5			✓		
23	<u>Badminton Team Trainings: To arouse students' interest in badminton To provide opportunity for students to do physical exercise during summer vacation To help team members resume fitness and skill</u>	Physical Education	Sept 2021 to Aug 2022	S1 to S5	31	Members participated actively in training even though the weather was hot. They well-followed the coach's instruction. On the other hand,	\$13,270.00	E5			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
	<u>trainings for the preparation</u>					their attendance rates were good.							
24	<u>Basketball Team Trainings:</u> It aims to : Enhance individual offensive and defensive principles and mechanics. Develop skills and understanding of team fundamentals.	Physical Education	Sept 2021 to Aug 2022	S1 to S5	34	It enhanced students' physical development and playing basketball skill.	\$13,562.50	&			✓		
25	<u>Volleyball Team training</u> was provided twice a week. It helps student: to develop individual skills and team tactic, practice the type of situations the team will face in match.	Physical Education	Sept 2021 to Aug 2022	S1 to S5	35	It enhanced students' physical development	\$9,720.00	E5			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
26	<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	Arts (Music)	Sept 2021 to May 2022	S1 to S5	89	Students have good performance in the Assembly	\$120,100.00	E1 & E5			✓		
27	<u>Melodica Band:</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	Arts (Music)	Sept 2021 to May 2022	S1 to S5	6	Students have good attendance and enhance musicianship.	\$9,600.00	E1 & E5			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
28	<u>School Choir</u> :To provide opportunities and systematic training to students so that they can excel their talents in music	Arts (Music)	Sept 2021 to July 2022	S1 to S5	30	Students have good performances in Christmas and Singing Contest Performance	\$27,706.80	E1 & E5			✓		
29	<u>Chinese Music Instrumental Groups & Chinese Orchestra</u> : provide opportunities and systematic training to students so that they can excel their talents in music	Arts (Music)	Sept 2021 to July 2022	S1 to S5	15	Students got the Merit Award in the 2021-2022 Music Interflow. Give performance in school.	\$88,818.90	E1 & E5			✓		
30	<u>Chinese Cultural Day</u> : Chinese Costume Design Competition is organised by 4 House. The	Moral, Civic and National Education & Leadership Training	27/07/2022	S1 to S5	580	Students have good performances in Cultural Day and	\$2,361.60	E1	✓	✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
	Competition aims to students to integrate Chinese arts elements into fashionable costume design for the cultivation of their aesthetics, creativity, and interests in Chinese arts and culture.					show the interest of the Chinese culture.							
31	<u>Singing Contest:</u> To showcase the singing talents of our students, Singing Contest was arranged by Four Houses and Music Department. Three events, including Junior Solo, Senior Solo and Instrumental, were organized	Arts (Music)	05/08/2022	S1 to S5	580	Students have excelled their music talents in the event	\$1,350.00	E1		✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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
32	<u>S4 Experiential Leadership Programme:</u> In order to strengthen the self leadership and team leadership spirit and skills of the S4 students, S4 Experiential Leadership Programme is organised for all S4 students. It will be conducted in the lessons. In the programme, students will learn the theme of creativity, resilience and proactiveness through various activities and reflections.	Leadership Training	Sept 2021 to July 2022	S4	124	Students acquire the leadership skill and have a good performance in the Experiential Learning Day and S2 Support Service .	\$10,925.60	E1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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	
33	Various Leaders Induction Program and Election Day	Leadership Training	Sept 2021 to July 2022	S1 to S5	580	Student leaders showed their leadership skill in organizing activities	\$9,727.40	E1		✓				
34	<u>Experiential Learning Day</u> was held successfully on 5 Aug 2022 showcase the learning outcomes of this academic year. S4 students displayed the leadership skill of organizing game booths for S1 students. Different game stalls and activities with the theme of STEM, English and Chinese Extended	Cross-Disciplinary (Others)		S1 to S5	580	With the exposure to different learning platforms not only can boost their confidence but also reflect on what they have learnt .	\$8,418.00	E1	✓	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	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	
	Curriculum were held for S2 and S3. Some workshops of various subjects were organized for S5 students.													
Sub-total of Item 1.1							\$555,604.60							
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
4														
5														
Sub-total of Item 1.2							\$0.00							
Expenses for Category 1							\$555,604.60							

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	Upgrading Hall Sound System : Mics, wireless system, cable and installation fees	Moral, Civic and National Education	For students performance	\$27,120.00
2				
3				
Expenses for Category 2				\$27,120.00
Expenses for Categories 1 & 2				\$582,724.60

* : 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:	690
Number of student beneficiaries:	690
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Ms.Wong Yin Shan, Assistant 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
2021-2022 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. Different activities such as Thematic Book Display, Book Recommendation, Author Talk and Reading Programme for Children and Youth were run to encourage students to read. Students’ feedbacks were positive.
 - b. Students participated actively in the activities and the checkout rate is satisfactory.

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. Seven thematic book displays and related activities were held. Students have to complete worksheets after visiting the book displays. Responses were satisfactory as students needed to borrow books for writing book reports. This can help motivate students to read.
 - b. Book recommendations were held in the morning assembly through Public Address System. Students were attentive.
 - c. 3 author talks from the Hong Kong International Literary Festival were held. “How to Write a Novel in 8 Steps”, by Ms Jordan Rivet, was held for S2EC English group on 5 November. “Telling Stories About Resilience”, by Ms Cecily Radford, was held for S4EC English group on 5 November. Students were attentive. “Time Management – Trick or Treat”, by Ms Rachel Ho, was held for all S5 students on 10 November. Students raised questions actively and enjoyed the talk.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$ 25,174.03
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$ 10,086.00
	<input type="checkbox"/> e-Read Scheme	
	<input checked="" type="checkbox"/> Other scheme : <u>Wisenews</u>	
3.	Reading Activities	\$9,000.00
	<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 : <u>Gift for encouraging students to participate reading activities</u>	\$335.00
	Total:	\$ 44,595.03
	Unspent Balance:	\$62,851.00

* 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 2021/22

	<u>Name of Programme</u>	<u>Departments/Teams</u>	<u>Participants</u>	<u>Time Scale</u>	<u>Amount of spending</u> HK\$
1	Enhancement classes	English	S3	2021/10/11-11/12, 2022/2/28-4/25	6,200.00
2	Examination revision classes	Learning Management Team	S1-S2	2021/11/24-12/3	6,120.00
3	English Support Group	English	S1	2022/1/29-3/26	14,535.00
				Total	26,855.00

Tak Oi Secondary School
School-based After-school Learning and Support Programme (SBG) 2021/22
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	15	Participants were willing to give responses to tutor
Learning Management Team	S1 and S2 Pre-exam Revision Group	13	This program was successful in helping students to prepare for the examination, even some lessons were online instead of face to face. It provides chances for students to revise different subjects outside the normal lessons. It also helped students to build up confident in facing the examination.
English	English Support Group	16	The two tutors were very responsible and patient in teaching the students. They were also organized in their lessons. Most students were attentive and they were able to follow the instructions given by the tutor. The level of difficulty was suitable for the students. They could follow the materials easily. Some Kahoot games were devised for students as lesson consolidation and they seemed to have more engagement in class.

Tak Oi Secondary School
Senior Secondary Curriculum Support Grant(SSCSG)
Report of spending for the school year 2021/22

Appendix 12

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 2021 – August 2022	Salary including MPF: \$463,780
	2. To relieve the workload of teachers in organizing outing and activities for students	To employ supporting staff	September 2021 – December 2022	Salary including MPF: \$515,400
				Total: 979,180

Tak Oi Secondary School
Report on the Use of the Student Activities Support Grant
2021-2022 School Year

Appendix 13

I. Financial Overview

A	Allocation in the Current School Year:	\$127,400.00
B	Expenditure in the Current School Year:	\$0.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$127,400.00

II. Number of Student Beneficiaries and Subsidised Amount

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

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 ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ù 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
1. Local activities: 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									
2									
3									
4									
5									
Expenses for Category 1			0	\$0.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
Expenses for Category 3			0	\$0.00					
Total			0	\$0.00					

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, Assistant Principal

Tak Oi Secondary School
Teacher Relief Grant(TRG)
Report of spending for the school year 2021/22

Appendix 14

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 2021 – August 2022	Salary including MPF : \$4,458,599.24
	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 : \$29,646
				Total : 4,488,245.24

Endorsed by
The Incorporated Management Committee of
Tak Oi Secondary School

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

Date: 20 October 2022