



# School Report 2020-2021

Tak Oi Secondary School

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# Tak Oi Secondary School

## School Report

### 2020-2021

## **(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 2020-2021 was the last year of the 3-year development cycle (2018/19-2020/21) with the theme “Deepening sustainable learning capability – Making a Difference”, aiming to nurture students with the necessary knowledge, skills, and values to become effective, confident, expressive and self-regulated learners who are exposed to meaningful learning experiences conducive for developing personal aspiration and a wholesome character. In this year, different modes of learning and teaching, real-time online classes, face-to-face classes, and a mixed mode of real-time online and face-to-face lessons were adopted. (Appendix 1)

### **Major Concern 1: To deepen learning and teaching effectiveness 2020-2021**

The enhancement of learning and teaching effectiveness was the prime objective of school development. In the 3-year development cycle, the enhancement would mainly focus on catering for learning diversity for effective learning, enriching learning experience by curriculum development as well as enhancing learning and reading skills for self-regulated learning.

#### **Priority Task 1: Catering for learning diversity for effective learning**

Students were able to learn effectively through tailor-made learning materials, assignments and assessments, personalized feedback as well as a good variety of e-learning platforms.

#### **Achievements**

- *To diversify learning materials and assignments*

All subject departments have scaffolded learning by providing learning materials and questions in progressive levels of difficulty.

Core questions / class-based questions were provided in Chinese Language, English Language, Liberal Studies, Life and Society, etc to bridge the learning gaps and to provide more learning support to less able students. A simplified version of all unit plans of English Language was prepared for S2. Simplified versions of news exercises were designed for S2 and S3. Class-based writing assignments were given with tailor-made inputs and feedback tasks tied to the needs of individual classes.

Extended questions / bonus questions were designed in worksheets, quizzes, and examination of various subjects such as Chinese Language, English Language, Business, Accounting & Financial Studies (BAFS), Economics, Geography, History, Information and Communications Technology (ICT) and Physics to stretch the potentials of high achievers.

The revision assignments of Liberal Studies for senior forms ( S4 to S6 ) were designed with Bloom’s Taxonomy, which successfully helped students build their confidence through attempting different questions according to their needs.

- *To implement feedback for learning and teaching management*

Constructive feedback was given in assignments and assessments in all subjects. Due to the suspension of face-to-face classes, online marking was practised. Feedback of assignments and assessments was available in the e-learning platform i.e. Google Classroom to facilitate the learning of students at any space and time.

Core subjects like Chinese Language, English Language and Liberal Studies provided revision exercises/ post-writing tasks / follow-up exercises based on the feedback of the students' performance on writing at least once after each module.

Statistical analysis of assignments and assessments, including both internal examinations and DSE were made in various subject departments such as BAFS, Biology, Chemistry, Geography and History for developing students' strength and managing weaknesses. Statistical data from TSA and DSE of the English Language were analysed and improvement points were addressed in the scheme of work of S3 and S4 respectively.

- *To enhance learning and teaching effectiveness through e-learning strategies, such as flipped classroom to enhance self-directed learning*

E-learning strategies were commonly used during the real-time online lessons and the face-to-face lessons for self-directed learning. E-learning tools such as Classkick, Edpuzzle, Google Form, Kahoot, Nearpod, Padlet, Schoology, Seesaw, Socrative and Quizizz, etc. were used for pre-lesson learning tasks for flipped classroom, while-lesson or post-lesson learning tasks for consolidation. Instant feedback was given to students to enhance their engagement and learning effectiveness. The organization of ideas by creating mind maps / graphic organizers was emphasised to help students learn effectively.

## **Reflection**

Due to the COVID-19 pandemic, online learning and teaching and utilisation of information technology in education has become indispensable in the education sector. The mixed mode of learning, including both face-to-face and online learning and teaching, will be a way to maximise students' learning effectiveness in the future.

In order to empower students with effective learning skills necessary for self-reflective learning, students' language competencies and thinking skills will be strengthened. Learning skills such as note-taking, note-making, summary writing and the use of graphic organizers will be reiterated.

To enhance the effectiveness of learning and teaching, classroom interaction as well as students' ability in self-directed learning, problem-solving and knowledge management, "Bring Your Own Device" (BYOD) will be launched next year, starting from S1 to facilitate e-learning using mobile devices.

Teachers will continue to provide quality assignment and assessment feedback and make use of assessment data analysis to help students evaluate their learning outcomes and make progress.

## Priority Task 2: Enriching learning experience by curriculum development

To enrich students' learning experience and respond to the development direction in the education field, school would review school-based curriculum to align with the educational development spirit and promote school-based inter-disciplinary learning.

### Achievements

- *To review school-based curriculum to align with the educational development spirit*

Subject departments such as Business & Economic, English Language, (ICT), Chinese History, Liberal Studies, Ethics and Religious Education (E & RE), etc. reviewed the school-based curriculum to align with the educational development spirit and to achieve close alignment from junior to senior curriculum.

A new curriculum was developed in S3 which included the Life & Society modules of Global Citizenship and Humanitarian Work, Global city as well as One World One Family with issues related to environmental conservation.

Multimodal texts were integrated into the school-based English language curriculum of S1 and S2 with the support from the MmTxts "Seed" Project of the EDB.

There were good examples of curriculum reviews made to meet the needs of educational development such as a popular computer language "Python" was introduced to S3 ICT to replace robotic education. Over 70% of the topics in E & RE were revised with elements of positive education (PERMA). New topics with the application of digital drawing elements, such as the design of "WhatsApp Sticker" and "Pixel Art" were added to the curriculum of S1 Visual Arts. All S3 students made a 3D landscape model with the integration skills learnt from both Visual Arts and Geography curriculums. "Yoga" module was added to S5 and S6 Physical Education in collaboration with Guidance Team to help students maintain physical and mental wellness through mindful exercises.

Inter-class (S1 to S3) and Inter-house (S4 & S5) Dodgebee Competition were organized by the PE Department with collaboration with the 4 Houses during the post-exam period. The activity which substituted Sports Day as well as the Inter-class Rope Skipping Competition planned for the year was successfully held to provide invaluable opportunity for physical exercise to the students.

- *To promote interdisciplinary learning*

#### *(A) S1 Transition Programme*

S1 Transition Programme, a school-based interdisciplinary project helping S1 students to equip with basic and necessary learning skills and to build up good learning attitude and values as well as to adapt to secondary school life, was organized in September 2020. The programme provided a platform for departments and functional teams to promote and implement interdisciplinary learning. As real-time online lessons were adopted in September 2020, the S1 Transition Programme was scaled down and the group project was cancelled. Subject departments such as Chinese Language, Chinese History, English

Language, Integrated Science and Life & Society were involved in the programme to deliver the learning skills such as information searching skills, summary skills, graphic organizer and presentation skills in the lessons.

*(B) Extended Curriculum (EC) & STEM Education*

To equip students to meet the rapid economic, scientific and technological development in the society and the world and to further enrich their learning experiences outside formal curriculum, a school-based extended curriculum was adopted in S2 and S3. In S2, each student took 1 STEM module and 1 Language module (either English or Chinese) each academic year. In S3, a group of students who were more capable and interested in STEM was selected to take a whole-year advanced STEM programme while others took alternately STEM, Chinese Language and Culture as well as English Language modules. The students successfully demonstrated their learning outcomes on Experiential Learning Day on 7 July 2021.

To inspire students' young minds in solving problems with creativity and to promote positive values such as humanistic qualities as well as entrepreneurial spirit, an interdisciplinary learning on design thinking which was renamed as Phenomenon-based Learning was incorporated with the S2 EC. This year, the theme was 'Love for the School Community'. Subject collaboration includes STEM, Chinese Language, English Language and Liberal Studies. Career and Life Planning Team as well as Value Education Team were also involved. Students had undergone the processes of 'empathise', 'define', 'ideate', 'prototype' and 'test' through subject collaboration. The students created various prototypes to improve the school environment. The PBL had not only developed their creative potential and but also contributed for the common good of the school community.

The Experiential Learning Days were downscaled to a one-day program held on 7 July 2021. To celebrate the success of learning activities such as S1 Transition Programme, S2 & S3 Extended Curriculum as well as S2 Phenomenon-based Learning Curriculum, the learning outcomes were showcased on the Experiential Learning Day. For S4 and S5, workshops and talks were organized to enrich students' learning experiences:

Form	Programme	Responsible Departments/Teams
S1	Creative showcase - My New Page in Tak Oi	S1 Class Teachers, Deputy Class Teachers and S1 Year Head
S2	Showcase of S2 EC and PBL	STEM, English and Chinese
S3	Showcase of S3 EC	
S4	Talks on "Hong Kong Geopark and Geo-conservation" and "Hong Kong Life in the Second World War"; "Chemistry Workshop", "Financial Workshop" , Workshops on "AI Robot Workshop" and "U Kitchen"	Geography, History, , Chemistry, BAFS & Economic, ICT and T & L
S5	Workshop on "Your Life Your Call"	Careers & Life Planning



### *(C) Language Across Curriculum*

English Department collaborated closely with the Mathematics Department to try out the pedagogies suggested from the PolyU Support Programme. A post lesson evaluation meeting was held to involve the English and Mathematics Department Heads and S5 English and Mathematics teachers. The lesson studies allowed English teachers to feedback on the strategies promoting interactions and verbalization of ideas while serving as a platform for Mathematics teachers to modify existing approaches and exchange ideas about pedagogical issues.

A Critical Friendship exercise was practised for experienced English teachers to observe the lessons of new Liberal Studies teachers as a form of professional development. Feedback regarding the strategies promoting verbalization of ideas, students' engagement as well as teacher's classroom language was given.

A Learning Circle conducted by the English Department Head and 10 interested teachers from various departments was formed to share knowledge of presentation skills. Three sessions were held in the second term. Some e-learning tools such as Padlet, Edpuzzle and Seesaw, together with related pedagogies were introduced to the participating teachers. The implementation and strategies were shared in the Learning Circle sessions.

The four EMI subjects including Science, Liberal Studies, Mathematics and Technology and Living (T & L) helped students develop a vocabulary log on each unit and created chances for application and consolidation of the vocabulary in context of the subjects.

Two LAC activities were held by the English Department, collaborating with Science and T & L Departments. The activities were well-received and participants submitted creative works of Lava Lamp (Science) and Jam -making (T & L) in videos.

One programme was produced by the Campus TV Team using the LAC-related topic - watching an ASMR video.

### **Reflection**

The culture of interdisciplinary learning was promoted at school in various aspects, and it will continue to prevail.

S2 and S3 extended curriculum in STEM education will continue to provide a platform for students to apply what they learnt in the Science, Mathematics, Information and Communication Technology, Liberal Studies and Chinese Language. It is expected that the construction of the STEM Lab, which will be completed in the coming years can further boost the provision of STEM education to the students.

The Extended Curriculum will further introduce in S4 to leverage the room brought about by the optimization of the four Senior Secondary Core Subjects. This Curriculum development offers students opportunities to enrich their learning experiences beyond their ordinary classroom learning.

To create a more supportive learning environment to students, encouraging students to develop optimism in the classroom and recognising their personal strengths, positive

thinking in curriculum development and the reflective spirit of students will continue to be strengthened.

Due to the COVID-19 pandemic and the suspension of face-to-face lessons, LAC-themed activities and programmes were reduced and the LAC Reading Scheme and Reading Aloud Sessions were cancelled. In view of the benefits of collaboration among the EMI subject departments and the boosting of an English-rich learning environment, all the projects organized in 2020-2021, namely the Maths Lesson Study, Critical Friendship, Learning Circle, Seasonal Activities, TOP's TV clips, Interim Meeting will continue in 2021-2022. The Reading Scheme and Reading Aloud Sessions will resume with the consideration of online sessions when it's necessary.

### **Priority Task 3: Enhancing Learning Skills & Reading Skills for Self-regulated Learning**

The school believes the spirit of lifelong learning should be upheld by the students in the ever-changing 21<sup>st</sup> century. Through equipping students with the different learning skills necessary for verbalisation of ideas to consolidate and giving students a good variety of meaningful reading activities or experiences to enhance their ability to read to learn, students would be able to regulate their own learning and deepen their learning effectiveness.

#### **Achievements**

- *To develop skills for verbalization of ideas to help students to reflect their own learning*

Due to the COVID-19 pandemic, discussion tasks were largely reduced in number and frequency. Verbal presentation and discussion tasks were done during the real-time online lessons though. Students were given discussion tasks to articulate thinking and reasoning. There were presentation and sharing sessions in lessons to summarize and present ideas with the use of learning tools such as mind maps, graphic organizers and summary notes.

- *To hold Learning Skills Workshops for S1 and S2 with experiences and good work sharing sessions*

Workshops on basic learning skills such as information searching skills, summary skills, graphic organizer and presentation skills were incorporated with the S1 Transition Programme delivered by individual subjects involved.

Design thinking (Phenomenon-based Learning) workshops were incorporated with the S2 Extended Curriculum and were successfully held.

- *To raise students' ability in reading to learn*

*(A) Reading and Library Development Team*

A thematic book display on "Love" was held from 17 March to 24 March 2021. It was collaborated with Chinese Department with an aim to help S1 students select a book for their Easter holiday. The check-out records were 16.5% of S1.

Two book recommendations by student librarians were held through the public address system in the morning assemblies on 30 October 2020 and 26 November 2020.

“Read-Think-Talk” sessions were conducted in S1 and S2 Reading lessons in May and June. S1 had deep reading on the theme “ Family Relationship” and S2 on “Malala” respectively. Students were encouraged to express their opinions and share their experiences. A survey was carried out after the activity, about 50% of S1 students showed positive feedback on the interactive activity and agreed that it could help them deepen their understanding of the topic. About 40% of S2 students showed positive feedback to the activity.

During the real-time online lessons, book sharing was held by individual presentation online organized by class teachers in S1 to S3 to arouse students’ interest in reading.

### *(B) Subject Departments*

All S1 and S2 students finished at least one book sharing presentation in English lessons. S1 students were invited to borrow English books from the class library, with books recommended by the school librarian.

All S1 to S3 students joined an online Reading Programme called “[篇篇流螢網上閱讀平台](#)”. The S3 students participated actively in the reading programme, with about 26% of them completed reading 110 articles in 8 months. The school was awarded “The Most Active Participation Award” as more than 90% of S1 to S3 students participated in the programme.

All S1 to S3 students completed the Religious Reading Activity by submitting at least one 1-minute presentation in videos or soundtracks. The books of S1 and S2 were recommended by E & RE teachers, while those of S3 were sponsored by EDB (Gift Book Pilot Scheme). The chosen books were related to the theme of positive life values.

The Geo-teen Reading Scheme organized by Geography Department helped arouse students’ interest in reading news related to geographical issues. Mind maps and graphic organizers are provided in the learning materials to help students consolidate the acquired knowledge from reading the news. All S3 students completed at least 3 reading tasks. Over 20% of the geography students (S3 to S5) achieved a reading award from the scheme.

Tailor-made reading exercises were provided for S3 and S4 Biology students to increase students’ exposure about the subject. 100% of the students finished the exercises despite there was room for improvement in the reflection part of students’ work.

Thematic reading tasks such as “Perspective in Renaissance” and “Zen-tangle” were designed in Visual Arts for S1 to S3 students. Around 72% of students agreed that they had mastered skills in extracting useful information from the reading materials and their knowledge on different art styles was strengthened.

Students taking Chemistry were asked to read articles of the daily life examples and interesting facts such as hazard of radioactive isotopes, bread-making ideas and fuel cells usage. Discussions were conducted after the reading.

Subject departments such as Chinese History, ICT, Mathematics and Physics provided reading exercises on topics related to the syllabus.

## Reflection

In the past years, students were given increasing opportunities to internalise their learning through verbalisation of ideas as it was effective to help them understand their learning progress and facilitate consolidation and reflection on their learning. However, due to the COVID-19 pandemic, opportunities for group discussions in lessons were limited in the year.

The S1 Book Sharing Competition organized by English Department was replaced by S1 Presentation Contest in the second term. Among the 5 representatives from each group, one of them chose to have a book sharing presentation. It was suggested to continue the presentation contest next year for students to showcase their endeavour in reading.

Some scheduled book recommendations and “Read-Think-Talk” sessions for S3 were cancelled, which will be relaunched next year.

Because of the closure of the school library during the suspension of face-to-face lessons and the loss of the system data from September 2020 to January 2021, the check-out rate of the library dropped to 202. More collaboration and integration of reading activities would be developed in the coming years to engage students in reading.

To promote a reading culture in school, subject departments will continue to integrate more extended reading elements in the design of learning and teaching materials to give students additional resources to read. For the selection of the reading materials, subject departments would include a wider variety of reading resources which are suitable for students to apply the acquired subject knowledge and skills.

## **Major Concern 2: To enhance Career and Life Values 2020-2021**

### **Priority Task 1: Cultivating the culture of positive thinking**

The school planned different measures in order to cultivate a positive atmosphere, strengthen interpersonal relationships, raise personal resilience and encourage a mindful and sustainable lifestyle. It is believed that with the important values instilled and different life skills equipped, the students can stay positive and persevere when they are embracing challenges in the future.

#### **Achievements**

- *Cultivating the Culture of Positive Thinking on Teachers*

Workshops on "Identification and Support for Students with Suicidal Risk" by the school Educational Psychologist was held on 15 June 2021 to help understand more about the role of teachers and the support we can give to vulnerable students.

"Youth Mental Health First Aid" was conducted to 5 teachers, equipping them with knowledge and skills to assist students with mental health crisis.

Three sessions of New Teacher Induction were organized on 15 August, 21 August and 24 September 2021 to facilitate new teachers to understand the core values of the School Sponsoring Body and adapt to the school environment, as well as the Major Concerns of the school. Mentorship programme was organized and at least two regular meetings were held for mentor and mentee to reflect on teaching. Mentees agreed that the support and coaching provided by the mentors was sufficient and appreciative.

- *Cultivating the Culture of Positive Thinking on School Atmosphere*

The religious theme "A Journey of Faith, Hope and Love" was successfully conceptualized through religious activities for the whole school as well as in the E&RE lessons. Students were deeply impressed by the theme.

The Assembly "Faith, Hope & Love: A new start in 'ME'" was held on 9th November 2020. The value of faith, hope and love was also shared through the introduction of the school's huge array of scholarships and the Self Development Award Scheme.

The Assembly "The Sparkling Moments" was successfully held on 12 July 2021. More than 40 students showcased their music talents and developed their collaboration skills in the performances. In the assembly, students expressed their gratitude to teachers and it was filled with the spirit of thanksgiving.

The core values of Catholic Education were echoed through Morning Prayers, Religious Sharing, Mass and Prayer Services and the Class-based Mass.

In order to help students to develop their strengths and stretch their potential through participating in different internal & external activities and to encourage them to set goals on different aspects in their school life, the Self-Development Award Scheme was put forward by the Value Education Team. This year, despite the COVID-19 pandemic, students took the initiative to participate in activities available and to serve others for the awards and appreciation.

Forms	Bronze Award	Silver Award	Gold Award	Outstanding Performance Award*
S1 to S5	35	12	2	--
S6	1	6	11	15

\*For students obtained Bronze, Silver and Gold awards in the 6-year education.

The Value Education Team promoted diversified positive values by board displays at the Value's Corner. Three boards were made to promote Respect to Everyone, National Security and Civic Responsibility.

- *Cultivating the Culture of Positive Thinking on Class*

Inter-class Board Design Competition was held by the Value Education Team to echo the religious theme of the year "A Journey to Faith, Hope and Love".

Collaborating with the Life Wide Learning Committee, Value Education Team held two movie appreciation activities in November. The team designed the teaching materials and reflection worksheet for the movie appreciation of "Distinction" for junior forms. Class discussion was held for the positive messages from the movie. A 4-frame comic competition concerning students' reflection on the appreciated movie was organized. 50 students participated in the competition. Good works were displayed on the Value's Corner to recognize the winners' effort and to promote the positive values from the movie.

In the school-based Major Concern Plan (MCP) Survey conducted in May 2021, students responded that they felt positive emotions and liked to build up good relationships with others at school.

Questions	S1	S2	S3	S4	S5
I feel positive emotions such as joy, gratitude, interest and hope.	2.85	2.79	2.91	2.91	3.00
I like building up good relationship with others in my school life.	3.12	3.11	3.04	3.10	3.01

(4-point scale)

- *Cultivating the Culture of Positive Thinking on Small Groups / Individual Students*

A series of Healthy Living Workshops and Mental Health Workshops were organized by Guidance Team to help students know their emotions and learn to release their stress as well as to develop positive values towards life through different mindfulness activities.

Talks on Student Growth to S1(30 Oct 2020), Cell Phone Addiction to S3 (24 May 2021) and Anti-Drugs Talk to S1 to S3 (15 Jul 2021) were organized. All students agreed that the talks helped them understand the teenage crisis and encouraged them to stay positive.

Under the Student Mental Health Support Scheme, the school social workers and Guidance Team conducted Anxiety Management Workshops for targeted students from June to July 2021.

The Student Care Team provided support service to SENs to enhance their capacity in both personal growth and academic aspects. Despite the challenges this year with the increase use of online learning platform, 60% of the SENs were able to gain support from the team and improved their organization skills. 60% of them took actions to make changes in establishing a healthy daily routine.

## Reflection

Due to the COVID-19 pandemic and suspension of face-to-face classes, the Second hall assembly was cancelled. Class Mass were arranged for S4 to S6, but not the other forms. In order to observe social distancing at school, only one form of students attended the religious activities in the hall with the rest watching the live broadcast of the mass in classrooms. In some case such as Easter Mass, two masses were held for the junior forms and the senior forms respectively.

In order to cultivate positive attitude among students and help them build up good habits and develop perseverance, Punctuality Scheme and Punctuality Award as well as the Self-Development Award Scheme were practised in the past years. This year, the Punctuality Scheme was cancelled due to the varied school-time arrangements.

The inter-class themed Class Photo Competition planned to strengthen the bonding among the teachers and the students in class was cancelled as the photo was expected to be taken on School Picnic, which was cancelled. This was a meaningful activity and would be conducted in the future.

In the APASO Survey conducted in May 2021, it was reflected that students' emotional stability was lower than the average score of Hong Kong average.

2020-2021		HK	TOSS
Emotional Stability	Junior Forms	2.69	2.44
	Senior Forms	2.60	2.48

Mental health activities and workshops will be planned carefully to help students know their emotions, learn to release or manage their emotions and stress, and share their thoughts and feelings with others.

## Priority Task 2: Developing students' initiative and self-direction

Teaching the students to set realistic and achievable goals is an important step to develop students' motivation for striving for excellence and to search for their future direction. The school planned different measures to train students to set goals for their further studies and to have a direction for their own course of life. Students were also provided with opportunities to reflect and make meaning of the experiences they underwent at school.

## Achievements

- *Developing students' initiative and self-direction*

*(A) S1 and S2*

The elements of life planning were incorporated in S1 and S2 Student Growth Lessons to help students have better self-understanding and understanding of the school as well as the community. The themes were “A New Page in Tak Oi” for S1 and “My Love to the School Community” for S2. Students showed positive feedback to the lessons.

*(B) S3*

Career and Life Planning programmes were organized for S3 students to help them to have better self-understanding, to set goals and to make informed choice on DSE subject selection.

- (1) Various talks and workshops were held in Career lessons, class teacher periods and activity afternoon to help students understand their strengths and weaknesses as well as the choices of elective subjects:

5 October 2020	Self-understanding workshop (Holland code) by Career and Life Planning Team
13 October 2020	Introduction of NSS curriculum by Curriculum Team
19 & 27 November 2020	Introduction of NSS elective subjects by Subject Department Heads
18 January 2021	Talk on subject selection by Career and Life Planning Team

- (2) Group counselling sessions were arranged for S3 students in a group size of 5 to 6 in April and May 2021. S3 students found the sessions very helpful to them, as shown by the results of the survey below:

The counselling session can help me:	Strongly agreed /agreed
understand myself better and the relations between elective subjects and future career choices	65%
choose the elective subject wisely	75.4%
plan ahead and set goals for their future studies	68.2%

- (3) Subject Selection Booklet was published and distributed in November 2020. The satisfactory rate for first two choice of preference attained 97.3%.
- (4) Online Taster Programme was held in February to March 2021. Students were provided chances to taste the learning and teaching of the curriculum of the subjects, and to raise their queries about subject selection.
- (5) Two S3 Parents’ Nights were conducted by live broadcasting to provide information on subject selection, so that parents could help provide appropriate guidance and support for students in goal setting and subject selection on 27 November 2020 and 21 May 2021 respectively. Over 80% of the S3 parents joined the live broadcasting.

*(C) S4 & S5*

Career and Life Planning (CLP) programmes were organized to help S4 to S5 students better understand the tertiary courses as well as to set career and life goals.



- (1) S4 Career games were held on 20 Nov 2020 and 11 Jan 2021. Students were required to do the Holland code test to know their characteristics and suitable jobs. They were asked to research and to plan for their dream jobs after the activities. The games received positive feedback from the students, as shown by the results of the survey below:

	Strongly agreed /agreed
I understand better about my personalities and interests from the Holland code test.	65%
I know more about the requirements of my dream job after the job search.	67.9%
I enjoyed the career games.	68.9%
The career games are helpful.	61.3%

- (2) S4 Alumni Sharing was held in May. Alumni working in different industries such as education, medical care, banking and design were invited to record an interview via Google Meet. Recorded videos were uploaded to Google Classroom for students to watch before the reflection session. 77.3% of students agreed that the sharing sessions helped them understand better different industries though they preferred face-to-face sharing sessions more.
- (3) A Career Talk was provided by St. James' Settlement for all S4 students on 25 May 2021 to educate students about goal setting skills. 62.3% of the students agreed that they understood better about goal setting and 70.0% of them agreed that they knew the importance of goal setting after the talk.
- (4) "The Human Library" was another career activity provided by St. James Settlement for all S4 students. The objective of the activity was to introduce different job industries to the student. Before the activity, students' interested industries were collected, which were pet groomer, social worker, human resources manager and journalist. Students were attentive during the activity, and they understood better about the industries.
- (5) S5 Alumni Sharing was held from 27 April to 11 May 2021. Before the sharing, students' interested university programmes and questions were collected. The sharing programmes included social work, nursing, social science, creative media and arts, etc. 83.1% of the participants agreed the sharing sessions helped them gain a better understanding of the university programmes and 62.1% of them agreed that they have a clearer idea about their preparation work for university admission.
- (6) Two Pre-S6 Career Days were held on 6 July and 16 July 2021 respectively for S5 students. The concept of multiple pathways were introduced by the CLP Team teachers and the social worker. Students received their projected grades of the 4 core subjects to facilitate them to work on their future study planning. 82.8% of the respondents agreed that they had a clearer understanding in tackling the HKDSE Exam and 79.7% of them agreed that they learned to set small goals in their revision routines.
- (7) A class-based activity titled "Your Life Your Call" was held on 7 July 2021 provided from Po Leung Kuk. Though the activity, students had a taste of life after graduation

based on their own decision made. 82.9% of the respondents agreed that they learnt to consider different perspectives before making choices. 89.1% of them agreed that they learnt the importance of preparing themselves well for the future.

#### *(D) S6*

Career and Life Planning programme for S6 students were organized to develop their initiative and self direction to make informed choices for their tertiary education and to plan for their study pathways, which include:

- (1) Online talk about JUPAS application and E-App Application was organized on 4 December 2020.
- (2) Online OEA and SLP writing skill workshops was held on 9 September 2020.
- (3) Two Mock Interview Workshops in small groups were held on 18 and 24 May 2021 respectively. The workshops were provided by Hong Kong Children and Youth Service through Zoom. The feedback was positive in general.
- (4) Small group counseling in small groups were held in October and November 2020.
- (5) S6 Parents' Night was held by live broadcasting on 30 October 2020.
- (6) A S6 Career Workshop was held by Hong Kong Children and Youth Service on Subject Selection and Career Planning on 9 July 2021 for S6 students and parents. Information on multiple pathways and preparation for DSE release were given. The feedback from the participants was positive in general.

#### **Reflection**

Due to the COVID-19 pandemic, visits to institutions and workplaces, mentoring scheme, S6 mock result release planned this year were cancelled. Despite of the constraints caused by the pandemic, the Career and Life Planning activities carried on with modifications in the year. For example, the live broadcasting of parent nights, online taster programme were organized and university information days were promoted deepen students' understanding about different tertiary institutions.

Alumni sharing on jobs and university programmes were done by video watching this year due to the pandemic. Although students mostly found the videos were helpful, they preferred face-to-face and instant feedback from the alumni. Career and Life Planning Team will work for the possibility of inviting alumni for face-to-face or live broadcasting sharing next year.

With good initiative and self-direction, students are able to develop meaning and positive emotions in life with confidence for their future. Therefore, enhancing students' initiative and self-direction is one of the important strategies to foster students' positive aspiration for whole-person development next year.

### Priority Task 3: Promoting Leadership capacity and responsibility

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

- *Promoting leadership capacity and responsibility*

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 2020-21 was listed in the table below.

Form	Number of students taking up posts of responsibility as student leaders
1	32
2	37
3	70
4	95
5	121
6	32
Total	387

Training for Student Leaders of school history, vision & mission, qualities of being student leaders were given, such as:

- (1) Key Student Leaders Induction was held online on 25 September 2020. The programme communicated the expectation of the school on the roles of student leaders and to provide basic training about concepts of leadership for the student leaders. Participants had a good reflection of what leadership was and their own strengths and weaknesses.
- (2) Key Student Leaders Reflection Workshop was held on 29 May 2021. Student leaders reviewed their performance and goals set. All of them agreed that their leadership skills and knowledge were enhanced. Reflection Journals of the student leaders were collected and commented from October 2020 to 21 June 2021 once per month to help student leaders to reflect and to keep track of their performance for improvement.
- (3) To further prepare and train up potential leaders in Tak Oi, TOSS APPS Leadership Development Project 2021 was held from May to September 2021. 80 S.3 and S.4 students submitted the application form and 40 suitable candidates from were selected to join the programme. 5 training sessions were conducted in July 2021 and 2 training session were held in August 2021. External service provider was

hired to conduct the training. Topics of these training sessions included self-understanding, team building, collaboration, communication.

- (4) Training workshops and Reflection meetings for various school student teams e.g ECA Team, School Ambassador Team, Value Education Student Team, Digital-Media Student Team, Heritage Project Student Ambassadors, etc. were carried out either online or face-to-face.

Class-based Activity Days were arranged for different forms on 22 and 23 April 2021 when there were face-to-face lessons. Jumpstart Training Consultant Limited was hired to conduct the activities. Through the activities, the following values and concepts among the students were cultivated and strengthened:

Date	Session	Form	Theme
22 April 2021	AM	S.4	Positive thinking and mutual support
	PM	S.1	Class spirit building and enhancing understanding among the class
23 April 2021	AM	S.5	Commitment to challenges and aiming higher
	PM	S.2	Self-confidence boosting and exploring potentials

The students were reenergised by the rich array of activities, which supplemented the situation of limited activities during online lesson period. In addition, stronger class spirit was also developed during the programme as different team building activities were organised.

### Reflection

Due to the pandemic, some student projects such as TOSS BuD Young Leaders Project to provide training for potential student leaders and the S4 Leadership Training Camp were cancelled.

Under the new normal after the COVID-19 outbreak, online activities, including competitions, sharing, and collaborations and so on, were organized by student leaders. The school also noticed the importance of human touch and face-to-face interaction during leadership development. So, after face-to-face lessons resumed, safety measures were the top priority when organising leadership programmes as well as other student activities.

During the suspension of face-to-face lessons, opportunities for student leaders to serve the stakeholders and showcase their capacity in daily school life and major school functions were undoubtedly reduced this year. 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.

### **(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 2020)
- (b) S6 after-school EE (August – September 2020)
- (c) Extra Lessons for S5 and S6 in Christmas, Chinese New Year and Easter Holidays
- (d) S6 Post-mock Revision (February 2021)
- (e) Pre-S5 & Pre-S6 Summer Holidays Extra Lessons (June – July 2021)
- (f) Revision classes for S1 to S2 students before examinations
- (g) S1-S2 Post Examination Revision Class (July 2021)

To stretch the potentials of S6 high achievers for pursuing academic excellence in the HKDSE, "Star Programme" was introduced this year by providing additional support to them through assessment for learning.

#### ***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 had done a lot in sustaining the development of an English rich environment:

Extended Curriculums were implemented in S2 and S3. 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 Radio Drama and Creative Writing were covered in S2's EC. Students engaged actively and enjoyed the classes, and showcased their learning outcomes on Experiential Learning Days (ELD) through games stalls.

Online 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 such as “Autonomous Sensory Meridian Response” was one of the topics of the video shot this year by the team.

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 Debating Competition in video recording, “Time to Talk!” Public Speaking Competition and SOW Creative Writing Competition. 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.

However, due to the safety concerns during the social events and the COVID-19 pandemic, a number of programmes were cancelled. Activities which involving outing and close interactions, such as study tours, external competitions, community services, field trips, talks, etc., cannot be arranged in this academic year as well.

### ***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 Support 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.

With the concerted efforts of class teachers, different teams and departments 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 2020 – 2021, 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 2)

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 42.3%. The university admission rate under the JUPAS system was 72.1% 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. Though the rate showed a decline this year, our teachers' concerted efforts would be continued to develop and stretch students' potentials by giving them various guidance and support to make improvement and strive for excellence.



## **(7) Feedback on Future Planning**

In the first two years of the 2018-2021 3-year School Development Cycle, the whole school community worked concertedly on the Major Concerns “ To deepen Learning & Teaching Effectiveness” and “To enhance Career and Life Values”.

Though challenges for the smooth operation of the school were brought by the COVID-19 pandemic, the school has made timely responses to guarantee that the school can continue to learn effectively through tailor-made learning materials, assignments and assessments, personalised feedback as well as a good variety of -learning platforms. 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 learners whose learning cycle does not stop and go beyond the end of the lesson and the activity. Last but not least, students were given good variety of meaningful reading experience to enhance their ability to read to learn. 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.

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. Given the new normal brought by the COVID-19 pandemic, students, parents and teachers may face new challenges as learning differs from what it was like in the past. 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**  
**2020-2021 Lesson Arrangement**

Month	Date	AM/PM/ Whole-Day	Online lessons	Face- to-Face lessons	Forms	Remarks	
September 2020	1-11	AM	✓		S1-S6		
	14-22	AM	✓		S1		
		Whole-Day	✓		S3-S6		
	14-28	AM	✓		S2		
	23-28	AM	✓		S3, S4		
		AM			✓	S1, S5, S6	
29-30	AM			✓	S1-S6		
October 2020	5-30	AM		✓	S1-S6		
November 2020	2-30	AM		✓	S1-S6		
December 2020	1	AM		✓	S1-S6		
	2-22	Whole-Day	✓		S1-S5		
	2-4	Whole-Day	✓		S6		
	7, 9	AM		✓	S6	Mock Test	
	11-21	AM	✓		S6	Mock Test	
January 2021	4-8	Whole-Day	✓		S3, S5		
	4-12	Whole-Day	✓		S1, S2, S4, S6		
	13-29	AM			✓	S5	Exam
		PM			✓	S3	Exam
		Whole-Day	✓			S1, S4	
	13-20	Whole-Day	✓		S6		
	13-22	Whole-Day	✓		S2		
	25-29	AM			✓	S6	Exam
27-29	PM			✓	S2	Exam	
February 2021	2-5	AM		✓	S6	Exam	
		PM		✓	S2	Exam	
		Whole-Day	✓			S1, S3, S4, S5	
	22-23	AM	✓			S1-S4	
		AM			✓	S5, S6	
	24-25	PM			✓	S1	Exam
		AM			✓	S4	Exam

Month	Date	AM/PM/ Whole-Day	Online lessons	Face- to-Face lessons	Forms	Remarks	
March 2021	1-5	AM		✓	S4	Exam	
		PM		✓	S1	Exam	
	8-10	AM			✓	S1, S3, S4, S6	
		AM	✓			S2, S5	
	11-12	AM			✓	S2, S3, S5, S6	
		AM	✓			S1, S4	
	15-26	PM			✓	S2	
	15-16	AM			✓	S5, S6	
		AM	✓			S4	
		PM	✓			S1	
		PM			✓	S3	
	17-19	AM	✓			S5	
		AM			✓	S6	
	17-24	PM			✓	S1	
		PM	✓			S3	
		AM			✓	S4	
	22-30	AM			✓	S5	
	25-26	AM			✓	S4	
		PM	✓			S1	
		PM			✓	S3	
	29-30	AM			✓	S4	
PM				✓	S1, S3		
PM		✓			S2		
April 2021	12-23	AM			✓	S4-S5	
		PM			✓	S1-S3	
	26-30	AM	✓			S4-S5	HKDSE
		PM	✓			S1-S3	HKDSE
May 2021	3	AM	✓			S4-S5	HKDSE
		PM	✓			S1-S3	HKDSE
	4-5	AM			✓	S4, S5	
		PM			✓	S1-S3	
	10-18	AM			✓	S4, S5	HKDSE
		PM			✓	S1-S3	HKDSE
	20	AM			✓	S1, S3, S5	
		PM	✓			S4	
24-31	AM			✓	S1-S5		
June 2021	1-11	AM		✓	S1-S5		

**Tak Oi Secondary School**  
**2020-2021 Students External Awards**

**East Kowloon Youth Society**

**The 14<sup>th</sup> Wong Tai Sin District Outstanding Students' Selection**

Junior High School Category – Outstanding Student Award      2A      Ng Wing Lam, Winnie

Senior High School Category – Outstanding Student Award      5D      Wong Tsoi Ling, Belle

**黃大仙文志獎學金**

5A      Leung Ka Yi Hannah

**Kowloon Region School Heads Association & Hong Kong Youths Unified Association**

**The 13<sup>th</sup> Kowloon Region Outstanding Students' Award**

Senior High School Category – Outstanding Student Award      5D      Wong Tsoi Ling, Belle

**Commission on Poverty**

**Upward Mobility Scholarship**

4A      Yeung Kai San, Cindy

5D      Chan Ka Ling, Kathy

6D      Li Yin Fun, Michelle

**The Rev. Joseph Carra Memorial Education Grant**

6D      Lam Yan Yan, Lucy

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

6A      Mak Tsz Ying, Pinky

**香港學校音樂及朗誦協會**

**第七十二屆香港學校朗誦節中文朗誦比賽**

詩詞獨誦（粵語）      亞軍      1D      高綽俞

**二十五屆全港中小學中英文硬筆書法比賽**

中文硬筆書法      優秀入圍獎      1D      陳煒茵

5B      鄧熙桐

**The 36<sup>th</sup> Sing Tao Inter-school Debating Competition (Chinese)**

Best Interrogative Debater      4A      Tsang Pui Ying, Rita

Best Debater      4D      Choy Yan Ching, Sophia

**The 72<sup>nd</sup> Hong Kong Schools Speech Festival**

Solo Verse Speaking      First Prize      2A      Ko Ming Mei, Akemi

Second Prize      1B      Wong Yik Tsz, Gigi

Third Prize      1B      Safullah Umaima Khan

### **“Time to Talk” Public Speaking Competition**

Champion	4C	Amir Namra
		Ho Sing Yee, Ruby
	5D	Cabrera Daniella Chelsea Simo
		Samita Pitiaroonroj

### **“Time to Talk” Public Speaking Competition (Round 1)**

Senior Section	First Place	5D	Samita Pitiaroonroj
	Second Place	5D	Cabrera Daniella Chelsea Simo
	Third Place	4C	Ho Sing Yee, Ruby
	Merit	4C	Amir Namra
Junior Section	First Place	2A	Chow Cheuk Yau, Betsy
	Second Place	3A	Leung Ka Sin, Cassie
	Third Place	3A	Cheung Chloe
	Merit	3A	Yue Cheuk Laam, Suki

### **SOW Creating Writing Competition**

Outstanding Award	4C	Amir Namra
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### **東九龍總部青年網上急救比賽 亞軍**

5A	Chan Yuen Yee, Alice
5B	Lam Hiu Man, Natalie
5C	Lau Hiu Yan, Rene
	Li Yik Ki, Bianca
	Man Yik Wan, Mandy
5D	Leung Tsz Ching, Emily

### **Mock Trial Justice Education Project**

Best Mooter Award	4D	Yuen Ting Ning, Angel
Best Witness Award	5D	Tsoi Ching Yi, Jenny

### **有「營」小廚神 全港中小學生烹飪比賽 2021**

The "Nutritious" Creative Recipe Design Award	4D	Yip Chung Hei, Toby
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**Tak Oi Secondary School**  
**Capacity Enhancement Grant(CEG)**  
**Report of spending for the school year 2020/21**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
School Development	1. To relieve teachers' non-teaching workload	To employ clerical assistant to support the non-teaching work of teachers	September 2020 – August 2021	Salary including MPF: \$143,266.71
		To employ clerk to provide support on student activities and careers affairs to teachers		Salary including MPF: \$252,441
Curriculum Development	1. To relieve the workload of teachers in organizing multi-media activities for students	To employ project officer		Salary including MPF : \$222,705
				<b>Total : 618,412.71</b>



**Tak Oi Secondary School**  
**Career and Life Planning Grant(CLPG)**  
**Report of spending for the school year 2020/21**

Task Area	Objectives	Strategies/Tasks	Time Scale	Monitoring/Evaluation	Amount of spending HK\$
Curriculum Support and Development	1. To support teachers in life planning education and career guidance work	To employ career teacher	September 2020 – August 2021	<p><b><u>S1 – S2</u></b>            Student Growth Lessons were designed for S1 and S2 students as to facilitate their adaptation to secondary school life as well as enhancing their sense of belonging to the school respectively. Though the number and the contents of the lessons were adjusted due to COVID, students generally showed positive feedback to the lessons.</p> <p><b><u>S3</u></b>            A wide variety of activities was held for S3 students, including Holland Test, NSS subject selection workshops, Taster Programme, Group Counselling, etc. Positive feedback was received. Over 70% of students were satisfied with the CLP activities.</p> <p><b><u>S4 – S5</u></b>            S4 and S5 students are generally satisfied with the CLP activities for them, e.g. Alumni sharing for S4 &amp; S5, Career Games for S4, Career Talks for S4 and S5, etc. Though some of the activities were held through online platform which may hinder the interaction among the speakers and students, students agreed that the activities can enhance their understanding of different careers, multiple pathways and help them to set career and life goal.</p> <p><b><u>S6</u></b>            S6 students were generally satisfied with the CLP activities. They generally gave positive feedback on the workshops on JUPAS Strategies, OEA &amp; SLP Writing as well as Mock Interview. The agreed that the activities can help them to set career life and goals as well as making an informed and sensible programme choices.</p>	Salary including MPF: \$399,000
		To employ school development officer to provide support on student activities and careers affairs to teachers	September 2020 – August 2021		Salary including MPF : \$181,143.58
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 2020 – August 2021	<p><b><u>S4 – S5</u></b>            S4 and S5 students are generally satisfied with the CLP activities for them, e.g. Alumni sharing for S4 &amp; S5, Career Games for S4, Career Talks for S4 and S5, etc. Though some of the activities were held through online platform which may hinder the interaction among the speakers and students, students agreed that the activities can enhance their understanding of different careers, multiple pathways and help them to set career and life goal.</p> <p><b><u>S6</u></b>            S6 students were generally satisfied with the CLP activities. They generally gave positive feedback on the workshops on JUPAS Strategies, OEA &amp; SLP Writing as well as Mock Interview. The agreed that the activities can help them to set career life and goals as well as making an informed and sensible programme choices.</p>	Actual expenses : \$9,200
	2. To obtain related reference materials	To purchase related reference materials	September 2020 – August 2021		Actual expenses : \$4,031.60
				<b>Total :</b>	<b>593,375.18</b>

**Tak Oi Secondary School**  
**Diversity Learning Grant (DLG)**  
**Report of spending for the school year 2020/21**

Appendix 5

	<b>Name of Programme</b>	<b>Objective</b>	<b>Target</b>	<b>Time Scale</b>	<b>-</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure</b> HK\$
1	Enhancement Programme	To help weaker students in S5 with reading, writing and listening skills	S5	2020/10/15-11/5, 2021/3/11 - 5/20	English	Phase 1 - one piece of writing was marked, a set of reading and listening were completed respectively in each phase Phase 2 - one extra set of writing was marked in Phase 2	Five S5 participants had better subject rank in the first term exam.	6,750.00
2	Enhancement Programme	To enhance students' ability of answering data response questions and multiple-choice questions in DSE	S6	2020/9/23-11/25	Geography	1 set of past paper was given out in each lesson	The attendance of students was satisfactory (>90%). One lesson (2 December 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.	2,100.00

	<b>Name of Programme</b>	<b>Objective</b>	<b>Target</b>	<b>Time Scale</b>	<b>-</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure</b> HK\$
3	Enhancement Programme	To train up students in solving scenario/ experimental based questions	S6	2020/10/9-11/27	Chemistry	2 sets of materials on 2 topics were gone through. Online consolidation tasks were done in each lesson	Tutors has engaged students in various group discussion activities and the skills equipped/knowledge revisited are further practiced via e-learning platform. The abilities of students in understanding scenario/experiment are enhanced.	1,110.00
4	Enhancement Programme	To equip students with analytical skills on solving authentic problem in Chemistry so as to re-build foundation on Chemistry	S5	2021/2/27-3/20, 2021/5/6-6/3	Chemistry	4 sets of materials on 3 topics were gone through. Online consolidation tasks were done in each lesson	The tutor provided intensive support to the lower achievers in the class. Through step-by-step scaffolding learning activities and group work, lower achievers successfully re-build a solid foundation on the basic concepts for solving more challenging questions. They are more confident in solving authentic problem.	3,500.00
5	Senior choir training courses	To improve singing techniques and provide more experiences in choral singing. To increase confidence in singing and enhance better performance	S4-5	2020/10/9-11/20	Music	-	Students' singing techniques are improved. They showed more confidence in singing.	4,800.00

	<b>Name of Programme</b>	<b>Objective</b>	<b>Target</b>	<b>Time Scale</b>	<b>-</b>	<b>Deliverables</b>	<b>Evaluation</b>	<b>Expenditure</b> HK\$
6	基因工程訓練計劃 2021	To enhance students' understanding in genetic engineering and its application in our daily life	S4	2021/8/10, 11, 13 & 14	Biology	Materials use in the laboratory	Participants found the programme interesting and challenging	2,000.00
7	Materials Science Camp 2021 organized by Hong Kong Federation of Youth Groups	The camp aims at widening students' horizon on material science. Through a series of experiment, students are able to learn Chemistry knowledge about different structures of materials. Students will be able to carry out various testing on the properties of man-made materials	S4	2021/7/26, 7/28 & 8/2	Chemistry	3 worksheets about hands-on experiments and lectures	The programs provided a good experience in properties testing of man-made materials. It also provided career experience related to Chemistry on the industry of testing and certification in Hong Kong. Students were highly engaged in the hands-on activities and also learn basic knowledge on material Chemistry.	800.00
							<b>Total:</b>	<b>21,060.00</b>

**Tak Oi Secondary School**  
**Enhanced Chinese Learning and Teaching for**  
**Non-Chinese Speaking Students (NCS)**  
**Report of spending for the school year 2020/21**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
Support NCS students in learning Chinese	1. To relieve the workload of teachers in teaching Chinese Language to NCS students	To hire contract teacher to provide intensive program on learning Chinese Language for NCS students	September 2020 – August 2021	Salary including MPF : \$919,620
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese	September 2020 – August 2021	Actual expenses : \$2,091.20
				<b>Total: 921,711.20</b>

**德愛中學**  
**「促進香港與內地姊妹學校交流計劃」**  
**2020/21交流報告書**

學校名稱： 德愛中學                      姊妹學校名稱： (1) 壽光中學                      締結日期： (1) 2016年5月23日  
(2) 上海田家炳中學                      (2) 2018年9月1日  
(3) 吉林田家炳中學                      (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。	<ol style="list-style-type: none"> <li>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。</li> <li>2. 老師能了解中國的學制及學生素質，共建和諧文化。</li> </ol>	由於2020-2021年度期間，疫情嚴重，未能進行交流活動，順延至2021-2022年度舉行有關活動。	
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。	<ol style="list-style-type: none"> <li>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。</li> <li>2. 老師能進行專業交流，吸收長處。</li> </ol>		

## 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	310,985.00	

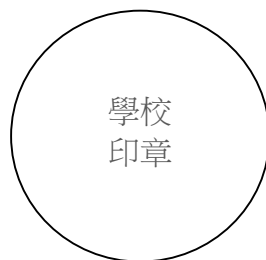
## 第三部分：資料修訂（如適用）

	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： \_\_\_\_\_  
日期： \_\_\_\_\_



**Tak Oi Secondary School**  
**Learning and Support Grant(LSG)**  
**Report of spending for the school year 2020/21**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
Support students in special education needs	1. To cater for the care and special education needs of the students	To employ student development officer to take care of the students in classroom learning and daily school life	September 2020 – August 2021	Salary including MPF : \$286,335
	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 : \$30,000
				<b>Total: 316,335</b>

**Tak Oi Secondary School  
Life-wide Learning Grant  
Report on the Use of the Grant  
2020-2021**

Appendix 9

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>											
Cross-KLA (STEM)	<b>CAFEA student forum</b> The forum acts a platform for young inventors from different schools to share their ideas. Students actualized their innovative ideas by making a prototype which was presented in the CAFEA student forums	To enhance students' soft skills such as creative thinking, cooperative, communication and presentation skills.	Feb,2020-July, 2021	S2 (6 students)	Students experienced a complete cycle of product invention. As the students' forum involved a lot of product invention and presentation, students' soft skills were effectively enhanced.	\$1,200	E1	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>Expenses for Category 1</b>						<b>1,200</b>						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	<b>Local Activities: 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 (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>											
Life Wide Learning Committee	<u>Movie Appreciation</u> Movie Appreciation Day was held by Life Wide Learning Committee and Value Education Team in Nov 2020. S1-S3 students watched the movie, <i>Distinction</i> in the classrooms, had a discussion and completed reflection worksheets. Value Education Team also held the 4-frame Comic Competition concerning student's reflection on the appreciated movie. Prizes were presented to the best 3 participants while other good works are also displayed on the value's corner in November to recognize their efforts.	To organize a movie show for nurturing in students positive values and attitudes To develop the students' interest and potential To cultivate their positive value	12 Nov 2020	S1 to S3 (366 students)	It enhanced students 'positive values and attitudes.	\$588	E1 & E8		✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Life Wide Learning Committee	Experiential Learning Day The Experiential Learning Day was held successfully on 7 <sup>th</sup> July 2021 to showcase the learning outcomes of this academic year. S1 students showed their new lives in Tak Oi through the drama performance. Different game stalls and activities with the theme of STEM, English and Chinese Extended Curriculum were held for S2 and S3. Some workshops of various subjects and career-related activities were organized for S4 and S5 students. With the exposure to different learning platforms not only can boost their confidence but also reflect on what they have learnt and plan for their career path.	To showcase students' learning outcomes for stretching students' potential .	7 July 2021	S1 to S5 (590 students)	Students were able to conceptualize their learning experience.	\$14,944.20	E1, E5, E8	✓	✓	✓		✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Leadership and Interflow Development Team	<u>S4 Class Building Day</u> To build the bonding among the students, a Class Building Day was held on September.	To conduct icebreaking for the students and cultivate correct value	21 Sept 2020	S4 Students (120 students)	Most S4 students can build up better class spirit and interpersonal relationship in the beginning of school term.	\$213.50	E1		✓			
Student Leadership and Interflow Development Team	<u>Class-based Activity Day</u> To build the bonding among the students, a Class Building Day was held on May 2021.	To boost the class spirit, teamwork and mutual support among classmates	4 & 5 Feb 2021	S1, S2, S4 & S5 (480 Students)	Classes in different forms can develop a better class spirit and strengthen relationship after a prolonged period of online learning.	\$77,280	E1, E5		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Student Leadership and Interflow Development Team	<u>TOSS APPS</u> A series of workshops and team activities were conducted to the young potential leaders	To nurture S3-4 students to become future student leaders and serve as helper in S1 Adjustment Programme	May to Sept 2021	40 Selected S3 & S4 Student	More than 95% TOSS APPS participants agree that their self confidence and leadership skills have improved.	\$2,525.40	E1, E5		✓			
Aesthetics Club	Course fee and material fee	To enhance students' creativity and interest in making handicraft	6 Oct to 20 Oct 2020	S2 to S6 (12 students)	Teaching of the instructor was clear and easy to follow. Students were able to complete the handicrafts online.	\$2,097	E5	✓		✓		
Brush Lettering Club	Course fee and material fee	To enhance students' creativity and interest in brush lettering.	Oct 2020 to March 2021	S2 to S5 (19 students)	Students know the basic skill of Brush lettering	\$2,700	E1, E7	✓		✓	✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Debate Team	Tutor Fee (Chinese debate team), competition entry fee, photocopying and stationary	To enhance students' debating skills and critical thinking	Sept to Dec 2020	S2, S4 & S5 (11 students)	It enhanced students' communication skill and critical thinking	\$3,025.80	E1, E5	✓		✓	✓	
Graphic Design Club	Graphic Design Club - the art or profession of using design elements (such as typography and images) to convey information or create an effect	To enhance students' creativity and interests in making graphic design To introduce some graphic design software including PS and AI	Oct 9, Oct 16, Oct 23	S2 to S5 (19 students)	Students were attentive, behaved and showed interest in the online lessons	\$4500	E1, E5	✓		✓		



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Japanese Club	Course fee and material fee	To develop students' language abilities	Oct 2020 to May 2021	S2 & S3 (15 students)	Students are satisfactory about the teach quality. Through the course, they have acquired very basic and very elementary use of basic Japanese phrases. The course also introduced students to Japanese culture.	\$5,600	E5	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Korean Club	Course fee and material fee	To develop students' language abilities	Oct 2020 to May 2021	S2 & S3 (18 students)	Students are satisfactory about the teach quality. Through the course, they have acquired very basic and very elementary use of basic Korean phrases. The course also introduced students to Korean culture.	\$6,300	E5	✓					
Macramé Club	Course fee and material fee	To enhance students' creativity and interests in making textile products using knotting techniques	Oct 2020 to May 2021	S2 to S4 (16 students)	It enhanced the aesthetic skill.	\$4,410	E1, E5	✓		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Girl Guides	Skill Lesson & Annual Membership fee	To develop students' team spirit and collaboration skill .	Oct 2020 to Dec 2020	S1 to S5 (30 students)	It enhanced the communication skill and team spirit	\$363	E 1	✓				✓
Red Cross	Various life-skill activities were conducted	To develop students' team spirit and collaboration skill .	Oct 2020 to Dec 2020	S1 to S5 (30 students)	It enhanced the communication skill and team spirit	\$82.5	E 1	✓				✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Sport clubs and teams : Athletics Club & Team	Coach fee of the - Athletics Club - Athletics Team Summer Training	To arouse students' interest in athletics track and field To introduce updates in track and field events To provide opportunity for students to do physical exercise during summer vacation to help team members resume fitness and skill trainings for the preparation of interschool competitions	3, 10 & 24, Oct 2020	Athletics Club S1 to S5 (13 students)  Athletics Team S1 to S5 (14 students)	New topics like Marathon can be introduced to members. It enhanced students' physical development.	\$7,560	E5			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Sport clubs and teams: Badminton Club & Team	Coach fee of the - Badminton Club - Badminton Team Summer Training	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 trainings for the preparation	9, 16 & 23, Oct 2020  26, 28 July 2021  2, 4, 9, 11, 16, 18, 23 Aug, 2021	Badminton Club S1 to S5 (30 students)  Badminton Team S1 to S5 (18 students)	It enhanced students' physical development	\$7,560	E5			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Sport clubs and teams: Basketball Club & Team	Coach fee of the - Basketball Club - Basketball Team Summer Training	To arouse students' interest in basketball and to introduce technique, game rules in basketball events To provide opportunity for students to do physical exercise during summer vacation To help team members resume fitness and skill trainings for the preparation trainings for the preparation of	9, 16 & 23 Oct 2020	Basketball Club S1 to S5 (24 students)	It enhanced students' physical development	\$6,650	E5			✓		
			20,22,27,29 July 2021	Basketball Team S1 to S5 (22 students)								
			3,5,10, 12,17,19 Aug, 2021									

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		interschool competitions											
Sport clubs: Table-tennis Club & Team	Coach fee of the table-tennis club.	<p>To arouse students' athletic interest in table tennis</p> <p>To improve students' table tennis skills and build up their self-confidence</p> <p>To promote friendship and cooperation among Members</p>	6 Oct 13 Oct 20 Oct	S1 to S5 (15 students)	Most students were attentive and behaved in online lessons, however, the effectiveness of attending sports activity was lower than that of having face to face lessons.	\$840	E5			✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Sport clubs and teams: Volleyball Club & Team	Coach fee of the - Volleyball Club - Volleyball Team Summer Training	To arouse students' interest in volleyball and to introduce technique, game rules in volleyball events To provide opportunity for students to do physical exercise during summer vacation To help team members resume fitness and skill trainings for the preparation trainings for the preparation of	6, 20 Oct & 3 Nov 2020  23,28,30 July 2021  4,6,11,13,18, 20 Aug, 2021	Volleyball Club S1 to S5 (28 students)  Volleyball Team S1 to S5 (41 students)	It enhanced students' physical development	\$9,360	E5			✓		



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		interschool competitions											
Music	Choir	<p>To help students develop musical skills and knowledge</p> <p>To provide opportunities and systematic training to students so that they can excel their talents in music</p>	Whole academic year	S1 to S5 (80 students)	It enhanced students' physical development	\$1,087.6	E1	✓		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Music	Coach fee of the Chinese Music Instrumental Groups & Chinese Orcherstra	<p>To help students develop musical skills and knowledge</p> <p>To provide opportunities and systematic training to students so that they can excel their talents in music</p>	Oct 2020 to July 2021	S1 to S5 (34 students)	Students have good performance in the Assembly	\$86,000	E1, E5	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Music	Coach fee of the Western Music Instrumental Groups	<p>To help students develop musical skills and knowledge</p> <p>To provide opportunities and systematic training to students so that they can excel their talents in music</p>	Oct 2020 to July 2021	S1 to S5 (69 students)	Students have good performance in the Assembly	\$106,300	E1, E5	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Music	Coach fee of the Melodica Band	<p>To help students develop musical skills and knowledge</p> <p>To provide opportunities and systematic training to students so that they can excel their talents in music</p>	Oct 2020 to July 2021	S1 to S5 (7students)	Students have good attendance and enhance musicianship.	\$11,840	E1, E5	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
Music	Coach fee of the Musical Singing	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	Oct 2020 to July 2021	S2 (20 students)	Students have good performance in the Assembly	\$7,000	E1, E5		✓		✓			
<b>Expenses on Item 1.2</b>						<b>\$368,827.00</b>								

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>											
						<b>Expenses on Item 1.3</b>	0					
						<b>Expenses for Category 1</b>	<b>370,027.00</b>					

Domain	Item	Purpose	Actual Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting LWL</b>		
Physical Education	Interclass & Interhouse Dodgebee Competition	To provide a balance development for students in physical area. To connect students and cultivate bonding in class or house. Enhance a sense of belonging to school among students	\$6,560
Music Department	Purchase various Chinese musical instruments	To provide musical instrument for the students' music learning and enhance their skill.	\$65,574
Music Department	Purchase Melodica	To provide musical instrument for the students' music learning and enhance their skill.	\$2,970
Music Department	Purchase various Western musical instruments	To provide musical instrument for the students' music learning and enhance their skill.	\$37,520
Music Department	Grand Piano	For all the school events related to Music activities and ceremonies.	\$164,785
<b>Expenses for Category 2</b>			<b>\$277,409</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>\$647,436.00</b>

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

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify )
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

### Number of Student Beneficiaries

Total number of students in the school:	726
Number of student beneficiaries:	726
Percentage of students benefitting from the Grant (%):	100%

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

Ms Wong Yin Shan  
Assistant Principal

**德愛中學**  
**「支援非華語學生學習中國歷史及文化的非經常性津貼」**  
**2020-2021 報告**

項目/範疇	評估方法	檢討成效	負責老師	支出
舉辦或資助初中非華語學生參與有關中國歷史及文化的本地或內地的校本/聯校活動或比賽。	<ul style="list-style-type: none"> <li>• 抽樣訪問</li> <li>• 觀察</li> </ul>	由於疫情關係，未有合適活動讓同學參加。	黃燕珊老師	0
採購及發展高質素的學與教資源，例如雙語多媒體及電子教學資源，以提升初中非華語學華語學生以中文學習中國歷史的興趣和動機。	<ul style="list-style-type: none"> <li>• 抽樣訪問</li> <li>• 觀察</li> </ul>	採購高質素的學與教資源：本學年曾採用新置的電腦軟件及教學程式，其動畫部分引起學習動機影片部分若能附有字幕，學習效果更見理想，且附有 3D 效果。	黃燕珊老師	\$40,000
				<b>總支出: \$40,000</b>



**德愛中學**  
**「推動中國歷史及文化的一筆過津貼」**  
**2020-2021 報告**

項目/範疇	評估方法	檢討成效	負責老師	支出
提供課堂以外的學習體驗以提升學生對中國文化、歷史的認知及興趣：如參觀博物館、手工藝工作坊、講座、本地考察、內地考察等。	<ul style="list-style-type: none"> <li>▶ 抽樣訪問</li> <li>▶ 觀察</li> </ul>	2020年11月11日及14日舉行了兩場中國飲食文化及建築文化講座，約有60位初中同學參加了是次活動，同學反應良好，且在七月舉行學科體驗日展示學習成果。	黃燕珊老師	\$4,800
添置或更新教具及教材以改善中國歷史及中華文化的學與教，提升教學效能。	<ul style="list-style-type: none"> <li>▶ 科務會議</li> </ul>	<p>購置多元化教學資源：如「舞拾陸」舞蹈美育教育 OMO 應用系統一年使用權，提供線上課件、線下課堂模式。在啟發、樂趣、模仿、創意為一體的核心教學理念學生認識多樣式的民族舞蹈文化。</p> <p>增加學習興趣：購置多元化教學資源，如不同朝代類型服裝、文化用品等。</p>	黃燕珊老師	<p>\$55,000</p> <p>\$5,841.08</p>
				<b>總支出: \$65,641.08</b>

**Tak Oi Secondary School**  
**One-off Special Support Grant (SSG)**  
**Reporting of spending for the year 2020/21**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Budget HK\$</b>
To maintain a clean and hygiene school environment to prevent the spread of COVID 19 and to safeguard the health of students	To strengthen cleansing and disinfection of school premise and facilities	To employ additional manpower for cleansing	September 2020 – August 2021	\$8,000
		To hire additional cleansing staff through procurement of service		\$88,840
				<b>Total: 96,840</b>

**Tak Oi Secondary School**  
**Report on the Use of the Promotion of Reading Grant**  
**2020-2021 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, E-Article Answering Competition and Read-think-talk sessions were run to encourage students to read. Students’ feedback were positive.
  - b. Most students agreed that the Read-think-talk activity could help them to deepen their understanding of the topic.
  
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. A thematic book display on “人間有情” was held from 17 March to 24 March. The book display collaborated with the Chinese Department with an aim to help S1 students select a book for their book reports during the Easter holiday. The check-out rate was satisfactory.
  - b. Book recommendations were held in the morning assembly through Public Address System. Students were attentive.
  - c. To promote deep reading, Read-think-talk sessions were held in S1 and S2 reading lessons. The activity strengthened students’ understanding of the related topics and book. Students were encouraged to express their opinions and share their experiences. Most students showed positive feedback on the provision of such interactive activity and agreed that this activity could help them to deepen their understanding of the topic.
  - d. To promote e-reading, an E-Article Answering Competition was held. Not many students participated. It was suggested that students could have the competition in MMLC during the reading lessons.

## Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$ 16,729.80
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$ 9,606.00
	<input type="checkbox"/> e-Read Scheme	
	<input checked="" type="checkbox"/> Other scheme : <u>Wisenews</u>	
3.	Reading Activities	
	<input 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 : _____	
	<b>Total:</b>	\$ 26,335.80
	<b>Unspent Balance:</b>	\$98,058.20

\* Please tick the appropriate boxes or provide details.

**Tak Oi Secondary School**  
**Senior Secondary Curriculum Support Grant(SSCSG)**  
**Report of spending for the school year 2020/21**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
Curriculum Support and Development	1. To relieve the workload of teachers in organizing outing and activities for students	To employ school development officer	September 2020 – August 2021	Salary including MPF: \$322,724.17
				<b>Total: 322,724.17</b>

**Tak Oi Secondary School**  
**Report on the Use of the Student Activities Support Grant**  
**2020/2021 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$ 130,650
B	Expenditure in the Current School Year:	\$ 0
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 130,650

**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)
<b>TOTAL</b>		\$ (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences				
					(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: 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

<sup>1</sup> Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

<sup>2</sup> 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.

No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1									
2									
3									
4									
5									

**Expenses for Category 1**

**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**

**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									
4									
5									

**Expenses for Category 3**

**Total**

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 2020/21**

<b>Task Area</b>	<b>Major Areas of Concern</b>	<b>Strategies/Tasks</b>	<b>Time Scale</b>	<b>Amount of spending HK\$</b>
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 2020 – August 2021	Salary including MPF : \$3,134,998.96
	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 : \$62,323
				<b>Total : 3,197,321.96</b>



**Tak Oi Secondary School**  
**School-based After-school Learning and Support Programmes (SBG)**  
**Report of spending for the school year 2020/21**

	<b><u>Name of Programme</u></b>	<b><u>Departments/Teams</u></b>	<b><u>Participants</u></b>	<b><u>Time Scale</u></b>	<b><u>Amount of spending</u></b> HK\$
1	Enhancement classes	English	S3	2020/10/15-11/5	2,480.00
2	Junior Choir training courses	Music	S1-S2	2020/10/6-11/20	4,000.00
3	Examination revision classes	Learning Management Team	S1-S2	2020/11/25-12/1	5,760.00
				<b>Total</b>	<b>12,240.00</b>

**Tak Oi Secondary School**  
**School-based After-school Learning and Support Programme (SBG)**  
**Evaluation Report for the school year 2020/21**

<b>Subject Departments / Teams / ECA Groups</b>	<b>Name of Programme</b>	<b>No. of disadvantage d students</b>	<b>Evaluation (Effectiveness of the programme, including students' learning and affective outcomes.)</b>
English	S3 Enhancement Classes	10	Participants were willing to give responses during online lessons
Learning Management Team	S1 and S2 Pre- exam Revision Group	15	This programme was successful in helping students to prepare for the examination. 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.
Music	Junior Choir Training Course	9	Students singing techniques are improved. They showed more confidence in singing.

Endorsed by  
The Incorporated Management Committee of  
Tak Oi Secondary School

Submitted by: *Rowan Sit*

Ms Sit Yee Mei Rowan  
Principal

Date: 21 October 2021