



# Tak Oi Secondary School

## Annual School Plan

2025 - 2026

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# **Tak Oi Secondary School**

## **Annual School Plan**

### **2025-2026**

## **School Vision & Mission**

Tak Oi Secondary School is sponsored by the Missionary Sisters of the Immaculate Conception (M.I.C.). Through a whole school approach, we aim to provide quality Catholic Education to lead our young girls into a life of joy and thanksgiving.

Love and Truth, our school motto, are the guiding principles for developing our girls and the whole school. Amazed at God's gracious love, we nurture in our girls a heart of appreciating all that is good, true and beautiful. Acknowledging Jesus as the ultimate Truth, we enlighten our girls to strive for excellence in their pursuit of knowledge and righteousness in life.

We are committed to fostering a caring, respectful and joyful environment with a rich array of learning opportunities for our young girls to develop their unique potentials in all aspects and to become a whole person.

We embrace the call to educate our girls to become responsible, resilient, creative, passionate and collaborative young women who dedicate themselves to self-growth and to contributing to the common good of the universe.

**Tak Oi Secondary School  
Annual School Plan  
2025-2026**

**Development Theme:**

**Towards a Sustainable Well-being School Community**

**Major Concerns:**

- 1. To enable students to become more independent and flexible learners**
- 2. To strengthen students' capacity to lead a more active and healthier lifestyle**
- 3. To enhance students' sense of connectedness with community, nation, and the world**

### 3-Year Development Theme:

#### *Towards a Sustainable Well-being School Community*

### Major Concern 1: To enable students to become more independent and flexible learners

Targets	Outline of Strategies	Seven Learning Goals
a. Strengthening students' creative problem-solving skills	a. Integrate thought-provoking questions or authentic situations in school curriculum as well as learning and teaching	Generic Skills Breadth of Knowledge Healthy Lifestyle Life Planning
b. Empowering students with better self-management skills particularly task prioritization, decision making and expectation management	b. Create opportunities for students to express their opinions, ask questions, discuss solutions or suggestions in learning and teaching c. Organise school-based workshops or learning experiences on students' self-management skills d. Promote effective teaching pedagogies / educational apps such as note-taking apps for students to organise and manage their learning	

## Major Concern 2: To strengthen students' capacity to lead a more active and healthier lifestyle

Targets	Outline of Strategies	Seven Learning Goals
a. Strengthening students' interpersonal skills for positive and healthy relationships in school b. Enhancing students' engagement and motivation in learning c. Creating more room and opportunities for students to participate in and appreciate physical and aesthetic activities d. Cultivating a stronger awareness of information literacy through a whole-school approach	a. Create opportunities for students to collaborate, communicate and resolve conflicts through activities, talks and workshops b. Identify and provide meaningfully-defined purposes in subject curriculum and students' learning experience c. Recognise and celebrate diverse talents via whole-school platforms, exhibition, and display d. Review subject curriculum and incorporate sports and aesthetic elements / topics in teaching and learning e. Organise a whole-school exercise session during morning assembly and breathing exercise during test/examination period f. Apply relevant and appropriate Information Literacy elements in learning and teaching g. Conduct teachers' learning circle on AI in Education, Class Building, etc.	Information Literacy Healthy Lifestyle Life Planning

## Major Concern 3: To enhance students' sense of connectedness with community, nation, and the world

Targets	Outline of Strategies	Seven Learning Goals
a. Enhancing student's awareness and understanding of the community, national and global issues b. Increasing students' opportunities to engage in school, community, national and global issues/activities / competitions	a. Integrate local, national, and global issues in students' learning experience or subject curriculum b. Build the Global Education Centre for online sharing with schools from other countries c. Strengthen the partnerships with different institutions, organisations, alumni, parents, and overseas parties d. Continue the Volunteer Team for staff, students, parents and alumni	National and Global Identity Breadth of Knowledge Language Proficiency

## Major Concern 1: To enable students to become more independent and flexible learners

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p>(A) Strengthening students' creative problem-solving skills</p> <p>(B) Empowering students with better self-management skills particularly task prioritization, decision making and expectation management</p>	<p>a) Integrate thought-provoking questions or authentic situations in school curriculum as well as learning and teaching</p> <ul style="list-style-type: none"> <li>- teachers ask and students discuss why, how, why-not, what-if questions as well as extended questions in lessons to provoke students' thinking and motivate students in lessons</li> <li>- use multi-media and data-based sources to stimulate students' high-order thinking</li> <li>- adopt issue-enquiry and cases studies approaches in classroom teaching and activities</li> <li>- assign application tasks to connect knowledge and skills to daily life scenarios</li> <li>- incorporate open-ended, cross-topic and unfamiliar questions as well as current issues in assignment and assessment to enhance high-order thinking, critical thinking and problem-solving skills</li> </ul>	<p>a)</p> <ol style="list-style-type: none"> <li>1) Teachers ask thought-provoking or high-order questions with students' responses in every lesson.</li> <li>2) Teachers use different strategies and lesson activities to help students strengthen their thinking and problem-solving skills.</li> <li>3) Teachers design application tasks or use authentic questions/ situations/ scenarios to help students' understanding in every lesson.</li> <li>4) Teachers design high order questions (e.g., analyze, explain, evaluate, create, etc.) in assignments or assessments to help students better understand the content.</li> <li>5) Students are able to demonstrate the use of high order thinking and problem-solving skills in lessons, their assignments and assessments.</li> <li>6) Incorporate real-life scenarios and relevant news topics into lessons to relate academic/ learning content to students'</li> </ol>	<ul style="list-style-type: none"> <li>- Feedback from students</li> <li>- Performance of students observed and evaluated</li> <li>- Teachers' feedback and sharing in meetings</li> <li>- Monitoring, supervision and evaluation by department heads and team heads</li> <li>- Class observation and school assignment inspection</li> <li>- Students' OLE records</li> <li>- MCP survey</li> <li>- APASO and stakeholders' surveys</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>- All members of subject departments</li> <li>- KLAS and Subject Departments</li> <li>- Academic Committee</li> <li>- Curriculum Development Team</li> <li>- Learning Support Team</li> <li>- IT in Education and WebSAMS Team</li> <li>- Student Growth Committee</li> <li>- Life Wide Learning Committee</li> </ul>	<ul style="list-style-type: none"> <li>- Financial support</li> <li>- External service providers for services and workshops</li> <li>- IT software and hardware</li> </ul>



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<ul style="list-style-type: none"> <li>- incorporate new curriculum and new materials in some subjects into existing L&amp;T to strengthen different logical deduction skills of students</li> <li>- enhance daily life connections or new topics through a range of library activities</li> <li>- conduct Read-Think-Talk sessions in S1-S2 reading lessons to encourage students to share ideas, ask questions and discuss themes</li> <li>- facilitate pedagogical exchange among EMI subject teachers and English teachers</li> <li>- integrate creative problem-solving skills in different Student Teams' training and activities to provide students with hands-on opportunities to apply creative problem-solving skills in co-curricular settings</li> <li>- authentic situations are given to student team leaders in training workshops to help them develop skills related to building confidence,</li> </ul>	<p>everyday experiences and current events.</p> <p>7) Library activities such as book recommendations, theme book display, reading clubs, human library, 'read-think-talk' session (S1&amp;S2) to further stimulate students' engagement with real-world issues.</p> <p>8) Pedagogical exchange between English teachers and teachers of EMI subjects to enhance teaching methods that encourage critical thinking.</p> <p>9) At least 60% of student leadership team members (e.g., Student Union, 4 Houses, Prefect Team) and clubs (e.g., Debate teams, STEM clubs, etc.) will incorporate problem-solving tasks and challenges into their training programs, along with a reflection session. These tasks can strengthen their self-confidence and problem-solving skills.</p> <p>10) At least 50% of participants agree that debriefing session can enhance their problem-solving skills.</p> <p>11) At least 70% of the participants agree that the workplace visits expose them</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>leadership, and teamwork</p> <ul style="list-style-type: none"> <li>- organize a debriefing session after the interflow program, with a focus on an authentic, open-minded problem-solving activity to enhance the students' creative problem-solving skills</li> <li>- arrange workplace visits for S4 students to enhance their understanding of the authentic situation in career world</li> <li>- make use of the Values' Corner to stimulate thinking on moral issues</li> </ul> <p>b)</p> <p>Organize school-based workshops or learning experiences on students' self-learning skills</p> <ul style="list-style-type: none"> <li>- develop students' presentation skills, summary skills and use of graphical organizers in S1 Transition Programme</li> <li>- organize self-learning skills workshops for S1 and S2 students</li> <li>- deep reading activities (T&amp;L, Math, IS, Hist and Geog) conducted by English Ambassadors &amp;</li> </ul>	<p>to practical, real-world problems faced in various careers and allow them to understand how creative problem-solving is applied in the workplace.</p> <p>12) Positive response and feedback from students to the Values' Corner.</p> <p>b)</p> <p>1) At least 70% of the participants agree that the Transition Programme can help them to develop better learning skills.</p> <p>2) At least 70% of the S1, S2 and S5 participants agree that workshops can help them to improve their self-learning, memorizing and studying skills.</p> <p>3) Better note-making skills have been observed in students' notes.</p> <p>4) At least 70% of the students demonstrate the ability to</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>LAC Reading Scheme conducted by class teachers (Math, L&amp;S, Econ, Chem, Hist, Geog, T&amp;L and PE)</p> <ul style="list-style-type: none"> <li>- organize an Open Classroom for mentors to demonstrate the questioning technique or other L&amp;T strategies related to the MCP and conduct professional dialogue about the lesson planning for class observation</li> <li>- organize workshops on memorizing and effective study skills for S5 students</li> <li>- shadowing and experience sharing of various student leadership positions are organized e.g., TOSS BuD Young Leaders Project, Key Student Leaders Interflow and Reflection Workshops, TOSS APPS Leadership Development Project, Work trial scheme, Prefect Training Workshops, Class Committee Briefing Workshops, Student Gatekeeper Training Programme</li> <li>- organize workshops across different grade</li> </ul>	<p>connect topics covered in reading materials to examples and situations in their daily lives.</p> <p>5) Teachers open their classroom to mentees or department members for lesson demonstration (at least once).</p> <p>6) Mentees agree that the thought-provoking questions asked about real-life situation or other L&amp;T strategies in the Open Classroom can give them insight for planning lessons.</p> <p>7) At least 70% of the participants of student leadership programmes agree the training and experiences enable them to pass on some experiences to their schoolmates and to contribute to the school community.</p> <p>8) At least 70% of the participants know more about the role and responsibility of different student leadership positions.</p> <p>9) Arrange Personal image and communication skills workshop for S5 to enhance self-management.</p> <p>10) Mentorship programme to Prefect Core Team led by</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>levels, focusing on key skills such as task prioritization, time management, and effective decision-making</p> <ul style="list-style-type: none"> <li>- provide opportunities for students to organize activities to equip their self-management skills</li> <li>- provide training to student leaders in documentation skills and consolidation of ideas during team meetings</li> <li>- organize a collaborative workshop or presentation for students to design the interflow program or activity</li> <li>- arrange learning experiences concerning self-management, e.g. Self-management workshops for selected S1 &amp; S2 students, intellectual property for junior form students in AA/CTP lessons</li> <li>- arrange Mock DSE Result Release for S6 to facilitate expectation management as well as task prioritization</li> </ul>	<p>Discipline Teachers.</p> <p>11) Student Gatekeeper Training Programme by Guidance Team.</p> <p>12) Student leaders are empowered with good self-management skills and decision making when organizing activities.</p> <p>13) At least 50% of participants agree that the student-designed activity showcases the talents of the students.</p> <p>14) At least 60% of the audience agree that they have learnt the self-management skills after the talks/ workshops to enhance their self-esteem and self-management skills.</p> <p>15) Students would be able to set rational and achievable goals for their DSE and formulate a workplace plan with prioritized tasks.</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>c) Create opportunities for students to express their opinions, ask questions, discuss solutions or suggestions in learning and teaching</p> <ul style="list-style-type: none"> <li>- conduct group discussion, role-play, think-pair-share activity and presentations in lessons to enhance students' understanding and engagement in lessons and cultivate multiple perspectives in their thinking</li> <li>- students explain the reasoning behind questions, locate mistakes from their own and others' work, discuss the questions with a high error rate and present their observation</li> <li>- embed critical thinking into the learning process to foster students' ability to address complex problems with creativity and confidence</li> <li>- students do self- and peer-evaluation of their work</li> <li>- create opportunities for student team committee</li> </ul>	<p>c)</p> <ol style="list-style-type: none"> <li>1) Students are able to express their opinions, raise questions and make suggestions more and better in lessons.</li> <li>2) Students are able to explain reasonings of the contents/ their answers, locate their own mistakes, self-reflect and manage their learning better.</li> <li>3) Students are more aware of their mistakes and the ways to make improvements through explaining the reasonings and locating their own and other mistakes as well as doing self- or peer-evaluation.</li> <li>4) Deep reading activities (T&amp;L, Math, IS, Hist and Geog) conducted by English Ambassadors.</li> <li>5) LAC Reading Scheme conducted by class teachers (Math, L&amp;S, Econ, Chem, Hist, Geog, T&amp;L and PE).</li> <li>6) At least 60% of student team committee members actively participate in discussions and activities that involve thought-provoking questions or authentic situations.</li> </ol>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>members to discuss &amp; express their opinions in Student Teams' activities</p> <ul style="list-style-type: none"> <li>- organize a collaborative workshop or presentation for students to design the interflow program or activity</li> </ul> <p>d)</p> <p>Promote effective teaching pedagogies or educational apps for students to organize and manage their learning</p> <ul style="list-style-type: none"> <li>- set goals, evaluate and do reflection on students' learning outcomes</li> <li>- organize learning materials and make personalized notes or summary digitally</li> <li>- use of vocabulary lists and provide sentence structure to bridge students' learning</li> <li>- design meaningful pre- and post-lesson tasks and use IT tools and self-learning platforms to do lesson preparation, organization of notes, investigation as well as consolidation and reflection</li> <li>- mark students' own or</li> </ul>	<p>d)</p> <ol style="list-style-type: none"> <li>1) Students are able to better manage their learning such as doing lesson preparation, self-evaluation and reflection and make their own notes, etc.</li> <li>2) Students strengthen the habits and skills of taking notes and doing lesson preparation and self-reflection.</li> <li>3) At least 70% of students agree that the OQB and DFS platforms facilitate their self-regulated and self-reflective learning.</li> <li>4) At least 70% of students agree that the use of IT platforms or apps helps them to manage their learning better, e.g., lesson preparation, making notes or summaries and doing self-reflection, etc.</li> <li>5) At least 60% of the students</li> </ol>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>others' work to locate mistakes and conduct self-reflection</p> <ul style="list-style-type: none"> <li>- use online platforms OQB and DFS from HKEdCity and HKEAA for self-practice of public exam MCQ</li> <li>- use self-learning platforms for self-regulated learning of supplementary learning materials for enrichment and enhancement purposes</li> <li>- organize Open Classroom activity on developmental class observation for all teachers to foster their professional sharing of teaching pedagogies in classrooms</li> <li>- conduct co-planning and co-teaching practices as well as exercises in critical friendship between experience and new teachers</li> <li>- encourage the use of various teaching pedagogies and educational apps to help students organize and manage their learning effectively</li> <li>- create a vocabulary log</li> </ul>	<p>agree that they have better self-management skills in task prioritization, decision making and expectation management compared with last academic year.</p> <p>6) At least 70% of the participating teachers agree that the Open Classroom, Critical Friendship and co-planning and co-teaching activities help them to improve their teaching practices and broaden their pedagogical knowledge.</p> <p>7) At least 70% of teachers agree that the thought-provoking questions asked about real-life situation in the Open Classroom can help students strengthen their learning.</p> <p>8) The vocabulary log can help students reinforce, retain, and apply key concepts from EMI subjects, enhancing their understanding and use of subject-specific terminology in both written and oral tasks.</p> <p>9) At least 70% of the student committee members can acquire task prioritization and resource management skills.</p> <p>10) At least 50% of participants agree that the information can help them make decision</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>with contextualized tasks for EMI subjects to help students reinforce, retain, and apply key themes from each module</p> <ul style="list-style-type: none"> <li>- train student committee members in documentation skills and idea consolidation to improve meeting productivity and outcomes</li> <li>-promote effective mental health apps such as stress relief app, meditation apps, mindfulness app, for students to manage their emotions</li> </ul>	<p>and prioritize the task.</p> <p>11) At least 5 mental health apps are posted on the guidance team website or the team notice board to help teachers and students relieve stress and boost their mood.</p>				



## Major Concern 2: To strengthen students' capacity to lead a more active and healthier lifestyle

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p>(A) Strengthening students' interpersonal skills for positive and healthy relationships in school</p> <p>(B) Enhancing students' engagement and motivation in learning</p> <p>(C) Creating more room and opportunities for students to participate in and appreciate physical and aesthetic activities</p> <p>(D) Cultivating a stronger awareness of information literacy through whole-school approach</p>	<p>a) Create opportunities for students to collaborate, communicate and resolve conflicts through activities, talks and workshops.</p> <ul style="list-style-type: none"> <li>- provide students with collaborative learning experience through in-class activities like project work and role-playing and those outside classrooms such as group activities and services supported by various departments and functional teams</li> <li>- students participate in a range of internal and inter-school activities and competitions to practise and enhance their collaborative, interpersonal, communication skills, e.g., TOSS APPS Leadership Development Project, JA Company Programme, Mock Trial and drone competitions</li> <li>- organize campus-wide English activities related to EMI subjects to enhance students' communication skills and stimulate interest in subjects taught in English</li> <li>- conduct student growth lessons specifically for S2</li> </ul>	<p>a) Students engage in collaborative activities during lessons in which they can communicate well with others and have better motivation in learning.</p> <p>2) Students actively participate in group activities and services outside classrooms.</p> <p>3) Students are able to collaborate with others in which they demonstrate better interpersonal skills and healthier relationships with peers.</p> <p>4) At least 70% of the participants agree that the seasonal activities organized by the English Ambassador Team provide exposure to knowledge in other EMI subjects.</p> <p>5) Students engage in Student Growth lessons to foster positive bonding and mutual support within the student cohort.</p> <p>6) At least 70% of the students agree that the "Anti-bullying" programme enhances their knowledge on conflict resolution.</p> <p>7) Students actively participate</p>	<ul style="list-style-type: none"> <li>- Feedback from students</li> <li>- Performance of students observed and evaluated</li> <li>- Teachers' feedback and sharing in meetings</li> <li>- Monitoring, supervision and evaluation by department heads and team heads</li> <li>- Class observation</li> <li>- Students' OLE records</li> <li>- MCP survey</li> <li>- APASO and stakeholders' surveys</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>- All members of subject departments</li> <li>- KLAS and Subject Departments</li> <li>- Academic Committee</li> <li>- Curriculum Development Team</li> <li>- Learning Support Team</li> <li>- IT in Education and WebSAMS Team</li> <li>- Life Wide Learning and External Relation Committee</li> <li>- Staff Formation and Development Team</li> <li>- Student Growth Committee</li> <li>- Year Heads and Class Teachers Team</li> <li>- Guidance Team</li> <li>- PE Department</li> </ul>	<ul style="list-style-type: none"> <li>- Financial support</li> <li>- External service providers for services and workshops</li> </ul>

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>students to help them build positive bonding and relationships with students.</p> <ul style="list-style-type: none"> <li>- organize anti-bullying talk or lessons to junior form students during AA and CPTs to educate junior form students to foster a safe, respectful school environment and promote positive peer interactions</li> <li>- arrange activities in the Theme of month 'Diligence' and "Responsibility" to promote to promote hard work and accountability among students in both personal and academic contexts.</li> <li>- provide training for Student Teams to Enhance Interpersonal and Collaboration Skills to equip student leaders with the necessary tools to lead effectively, collaborate with peers, and resolve conflicts</li> <li>- organize staff development program for team building</li> <li>- organize health and well-being workshops such as sports, aesthetics or mindful-related activities for teachers</li> <li>- arrange Social Skill Workshop for selected S1</li> </ul>	<p>in activities for the Theme Month 'Diligence' and 'Responsibility,' fostering a culture of accountability and perseverance that strengthens students' motivation to work harder and take ownership of their actions.</p> <p>8) At least 70% of the participants agree that the training workshops for student leaders equip them with better interpersonal and communication skills as well as leadership.</p> <p>9) At least 70% of participants agree that the SD program can improve communication, enhance collaboration and increase staff morale.</p> <p>10) At least 70% of participants show that participating in the workshops can help them enjoy interpersonal relationships, relaxation, promote mental clarity and express creativity.</p> <p>11) At least 70% of the participants agree that the workshop helps them become more understanding, accepting, and engaging of those with social difficulties.</p> <p>12) At least 70% of students agree that the yoga lessons</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>students to enhance their self-esteem, social skills or social confidence</p> <ul style="list-style-type: none"> <li>- collaborate with the PE Department and Guidance Team to organize Mindful Yoga lessons for S5 and S6 students, helping them stretch their bodies and relieve stress</li> </ul> <p>b)</p> <p>Identify and provide meaningfully defined purposes in subject curriculum and students' learning experiences.</p> <ul style="list-style-type: none"> <li>- state well-defined learning objectives for each learning module/ lesson to guide instructions</li> <li>- review continuously curricula and learning and teaching materials to deepen the meaning and relevance of different subject contents for students</li> <li>- implement Extended Curriculum in S2-S4 to provide meaningful learning experience to students, e.g., STEM incorporated with Design Thinking in S2, Chinese and English Language Arts modules in</li> </ul>	<p>help them calm their mind/ improve their focus/ relieve their study stress/ relieve muscle.</p> <p>b)</p> <p>1) Students have a better understanding of the concepts when learning objectives are clearly stated at the beginning of each lesson.</p> <p>2) More meaningfully defined teaching and learning materials designed.</p> <p>3) Curriculum and learning and teaching materials of all subjects reviewed and updated with better meanings provided.</p> <p>4) S2-S4 Extended Curriculum reviewed and updated for more meaningful content and better linkages with daily-life applications. At least 80% of the S4 students studying "Colour and Well-being" module know how to use colour to improve their mental health and quality of</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>S2-S4, Colour and Well-being and Mathematical Modelling modules in S4, etc.</p> <ul style="list-style-type: none"> <li>- set 'Together We Hope, United in Joy' as the yearly religious theme to inspire students to foster a faith-driven community, supporting one another through challenges and celebrating the blessings of joy in their lives</li> <li>- arrange class-based Mass for S2, S4 and S5</li> <li>- organize a TOPS Performance Day during the post-examination period to provide a platform for CCA members to showcase their talents and learning outcome</li> <li>- create learning platforms through programmes and activities for students to have a better understanding of themselves, to display their talents or potential and to shape positive values towards life, including Class-based Mass, Assemblies &amp; Religious sharing, suggested values for Class Teacher Periods (S1-S5), CCA, CLP counselling, S4 Experiential</li> </ul>	<p>life.</p> <p>5) Disseminate and incorporate the religious theme 'Together We Hope, United in Joy' into school activities, such as school assemblies, Religious Week, class-based one-minute sharing sessions, classroom teachings, and school-wide events, to create a cohesive environment that emphasizes hope and joy.</p> <p>6) At least 70% of students feel that the homilies and Bible messages during Class Mass help them find meaning in life.</p> <p>7) Organize English-related activities across the campus that tie into the six EMI (English-Medium Instruction) subjects. These may include debates, quizzes, and project-based learning activities.</p> <p>8) At least 70% of the students agree that the students' programmes/ activities organized by different teams can help them better understand themselves and gain positive emotions in their experiences and learning as well as to enhance their awareness and understanding of the values.</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>Leadership Programme, workshops &amp; talks, etc.</p> <p>c) Recognize and celebrate diverse talents via whole-school platforms, exhibitions and displays.</p> <ul style="list-style-type: none"> <li>- give encouragement and show appreciation to students who show effect or have good performance in learning, e.g., scholarships and awards, etc.</li> <li>- set up different school-based, team-based and department-based award schemes to recognize students' efforts and achievements</li> <li>- display students' good work inside and outside classrooms or announce good results via online platforms and announcements for sharing and recognition</li> <li>- showcase students' talents and learning outcomes in different activities, e.g. product design and charity sales from Technology KLA, TOPTV from English Department, whole-school musical performance,</li> </ul>	<p>c)</p> <ol style="list-style-type: none"> <li>1) Students' good work and achievements can be fully displayed and showcased through different media and occasions, e.g., award schemes, online platforms, noticeboards, announcements and sharing sessions, etc.</li> <li>2) Appreciation and recognition of students' achievements via presenting various awards and scholarships.</li> <li>3) Students' talents showcase and appreciate through different events of musical, ELD and TOP Day, etc.</li> <li>4) At least 70% of invited students agree that publishing their work in the English Newspapers provided valuable recognition and motivated them to excel further in reading and writing.</li> <li>5) At least 70% of invited students agree that publishing their work in the English Newspapers provided valuable recognition and motivated them to excel further in reading and writing.</li> <li>6) At least 70% of participating</li> </ol>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>Exponential Learning Day and TOP Day, etc.</p> <ul style="list-style-type: none"> <li>- invite students with outstanding performance in LaC Reading scheme to publish their work in the English Newspapers</li> <li>- arrange programmes &amp; activities for students to display their talents and showcase their learning outcomes in major school events, e.g., competitions by SU &amp; Four Houses, Exponential Learning Day and TOPS Performance Day, religious liturgies, School assembly, Information Day, Graduation Day, etc.</li> <li>- nominate students to participate in competitions and showcasing their talents and achievements</li> <li>- arrange a comprehensive sharing session and interactive Board display as post-tasks after the Interflow program provides an invaluable opportunity for participants to showcase their learnings, reflections and collaborative experiences</li> <li>- conduct one-minute sharing sessions during homeroom or Class Teacher</li> </ul>	<p>students agree that the programmes and activities offered meaningful opportunities to showcase their talents in major school events.</p> <p>7) At least 70% of nominated students agree that participating in competitions and having their achievements showcased motivated them to further develop their skills and gain confidence.</p> <p>8) Display students' good works/ class achievements e.g. Academic, Punctuality Awards/ Interclass awards, etc. to recognize achievements of individual students/ the whole class in S1-S5.</p> <p>9) At least 60% of students actively participate in the one-minute sharing, demonstrating genuine interest and effort to express positivity, hope, and joy.</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>Period, focusing on the theme “Together We Hope, United in Joy” for S1-S5</p> <p>d)</p> <p>Review subject curriculum and incorporate sports and aesthetic elements/ topics in teaching and learning.</p> <ul style="list-style-type: none"> <li>- integrate artistic and physical contents and skills in other subject disciplines through various learning activities inside and outside classroom, e.g., including meal design in S2 and S3 Technology and Living, poster design in S1 Mathematics and video production in S1-S3 CED, etc.</li> <li>- beyond PE, VA and Music, other departments such as E&amp;RE and History, etc.</li> </ul> <p>also incorporate contents to help students appreciate the beauty of arts and music within their curricula</p> <ul style="list-style-type: none"> <li>- develop and implement a nature-based interdisciplinary curriculum for S1-S3 students to appreciate the beauty of nature</li> <li>- include topics with related themes in all EMI subject</li> </ul>	<p>d)</p> <ol style="list-style-type: none"> <li>1) Students of all forms were provided with opportunities to aesthetic and sports experience in subjects or through co-curricular activities.</li> <li>2) Students are able to appreciate the beauty of nature and creativity of other students’ aesthetic work.</li> <li>3) At least 60% of participating students agree that the activities successfully combined sports and aesthetics, fostering both physical and creative development.</li> <li>4) At least 60% of participants are engaging in Aesthetic Club, Sports Club and Sports Team and appreciate physical and aesthetic activities.</li> <li>5) Integrate sports and aesthetic elements into book displays, reading activities, and competitions to broaden student engagement.</li> <li>6) Participants of Inter-house Sports Competition, Sports Day and Singing Contest will</li> </ol>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>departments, allowing topics to appear in different subjects to emphasize cross-disciplinary connections and reinforce learning</p> <ul style="list-style-type: none"> <li>- organize Aesthetic Club, Sports Club and Sports Teams for students to participate in and appreciate physical and aesthetic activities</li> <li>- enhance student engagement with sports and aesthetics through library activities</li> <li>- organize student teams activities with sports &amp; aesthetic elements, e.g. Inter-house sports competition, Sports Day and Singing Contest</li> <li>- collaboration among VET &amp; CTs &amp; YHs Team to organize inter-class board design and Classroom decoration competition</li> <li>- promotion of the SDAS, focusing on the sports and aesthetic categories</li> <li>- incorporate aesthetic elements such as sketching, painting, photography, and gallery walks into Interflow program to encourage creative expression and</li> </ul>	<p>have a higher awareness on physical health and aesthetic appreciation.</p> <p>7) Classes are engaged in class design and decorate their boards and classrooms with a good sense of aesthetic application.</p> <p>8) At least 20 more SDAS awardees when compared with that in 2024-25.</p> <p>9) At least 1 aesthetic element, such as visual art activities or performance art workshops, will be implemented in the Interflow program to foster creative expression and collaborative learning among the participants.</p>				



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>appreciation among the participants</p> <p>e) Apply relevant and appropriate Information Literacy elements in learning and teaching.</p> <ul style="list-style-type: none"> <li>- develop proper skills and attitudes for students to responsibly search for and use online resources in their assignments including an understanding of plagiarism and privacy issues</li> <li>- teach students to critically evaluate digital sources and AI applications used, by recognizing their reliability, potential biases and limitations to verify their credibility</li> <li>- incorporate information literacy contents into subject specific teaching such as address the misuse and misinterpretation of data in S3 Mathematics</li> <li>- organize interactive drama for junior form students concerning information literacy by VET</li> <li>- develop clear guidelines for the appropriate use of social media and digital platforms to share graphic images,</li> </ul>	<p>e)</p> <ol style="list-style-type: none"> <li>1) Students increase awareness of information literacy when using online resources and AI applications.</li> <li>2) Students are able to use online resources ethically and effectively, and evaluate the reliability, validity and accuracy of relevant information.</li> <li>3) At least 60% of the audience agree that the drama enhanced their knowledge and awareness of information literacy.</li> <li>4) At least 60% of the audience agree that the talk enhanced their knowledge and awareness of information literacy.</li> <li>5) At least 70% of students/ participants agree that they understand the appropriate use of social media and digital platforms to share the information.</li> </ol>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>ensuring compliance with school policies and privacy regulations, is a key component of the Interflow program</p> <p>f) Organize a whole-school exercise session during morning assembly and breathing exercise during test/exam period. - promote and maintain a healthy lifestyle for the whole school community by practicing stretching exercise during morning assembly on a regular basis or and breathing exercise during test/ exam period</p> <p>g) Conduct teachers' critical friendship exercise among experienced and new teaching and Open Classroom activity for developmental class observation practices in the whole school community.</p>	<p>f) 1) At least 70% of the participants enjoy the stretching exercise and breathing exercise and agree that the activities promote healthy lifestyle and good habits.</p> <p>g) 1) At least 70% of the participating teachers agree that the Open Classroom activity helps them to improve their teaching practices and broaden their pedagogical knowledge. 2) At least 80% of the participants agree that the professional dialogue after the Open Classroom activity facilitates their self-reflection</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		<p>of their teaching.</p> <p>3) Professional learning and sharing good practices and experience among teachers to enhance skills and applications.</p> <p>4) Teachers open their classroom to mentees or department members for lesson demonstrations (at least once).</p> <p>5) Mentees agree that the thought-provoking questions asked about real-life situations or other L&amp;T strategies in the Open Classroom can give them insight into planning lessons.</p>				

### Major Concern 3: To enhance students' sense of connectedness with community, nation and the world.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
<p>(A) Enhancing student's awareness and understanding of the community, national and global issues</p> <p>(B) Increasing students' opportunities to engage in school, community, national and global issues/ activities/ competitions</p>	<p>a) Integrate local, national, and global issues in students' learning experience or subject curriculum.</p> <ul style="list-style-type: none"> <li>- integrate elements of national security education (NSE) in or connected with the curriculum in all subjects</li> <li>- refine and make betterment the NSE learning and teaching materials based on the framework proposed in the EDB document</li> <li>- prepare learning materials, news and reading articles (in S3 RaC programme), publish newsletters which include local, national and global issues for enriching students' exposure</li> <li>- discuss local, national and global issues or examples in lessons of different subjects, e.g., SDG goal "No Poverty" in S3 E&amp;RE, global warming and carbon neutrality target of Mainland in S1 Science, etc. to enhance students' awareness and understanding of community, national and the world</li> </ul>	<p>a)</p> <ol style="list-style-type: none"> <li>1) At least 70% of the students agree that they have a better understanding of the community, national or the world after learning the contents related to NSE or other local, national and global issues.</li> <li>2) At least 60% of students agree that they have a higher sense of identity and belongings towards the community, national or the world through broadening their horizons from different learning experiences.</li> <li>3) Teaching and learning materials on NSE, local, national and global issues are collected with refinement and betterment.</li> <li>4) NSE curriculum and learning contents have been reviewed, updated and made betterment to more suit students' ability and needs.</li> <li>5) Students can have a higher sense of belonging and identity towards the community that they will bring a positive impact.</li> <li>6) Students have been cultivated with more caring</li> </ol>	<ul style="list-style-type: none"> <li>- Feedback from students</li> <li>- Performance of students observed and evaluated</li> <li>- Teachers' feedback and sharing in meetings</li> <li>- Monitoring, supervision and evaluation by department heads and team heads</li> <li>- Students' OLE records</li> <li>- MCP survey</li> <li>- APASO and stakeholders' surveys</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>- All members of subject departments</li> <li>- KLAS and Subject Departments</li> <li>- Academic Committee</li> <li>- Curriculum Development Team</li> <li>- Life Wide Learning and External Relation Committee</li> <li>- Global Education and Exchange Team</li> <li>- Staff Formation and Development Team</li> <li>- Student Growth Committee</li> <li>- Alumni Association</li> <li>- Parents and Teachers Association</li> </ul>	<ul style="list-style-type: none"> <li>- Financial support</li> <li>- External service providers for services and workshops</li> </ul>

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<ul style="list-style-type: none"> <li>- students join community and national voluntary services such as flag selling, homework tutorials in primary schools and helpers in the 15<sup>th</sup> National Games.</li> <li>- enhance students' understanding of the prospect of various programmes and the careers world through institution visits/ workplace visits /talks</li> <li>- nominate students to join external activities or competitions</li> <li>- make use of the Values Corner to promote global issues</li> <li>- organize S4 Experiential Leadership Programme to provide a platform for students to take actions and bring a positive impact to the school community</li> <li>- collaborate with the C&amp;SD Department to organize a video-conferencing session for S3 students to discuss global issues, such as poverty, with a partner school in Mainland China or elsewhere in Asia</li> <li>- organize weekly flag-raising ceremony and a series of "Speeches Under the National Flag" on certain</li> </ul>	<p>and awareness in the community and national, They will share their experience with the others.</p> <p>7) At least 60% of participants agree that they are developing language skills, intercultural communication abilities, national identity or global perspectives.</p> <p>8) At least 50% of participants agree that they are exposed to diverse viewpoints and cultural contexts related to the global issue.</p> <p>9) Students can have a higher sense of belonging and identity towards the community that they will bring a positive impact.</p> <p>10) At least 60% of participants agree that they are developing language skills, intercultural communication abilities, national identity or global perspectives.</p> <p>11) At least 50% of participants agree that they are exposed to diverse viewpoint and cultural contexts related to the global issue.</p> <p>12) The weekly Flag Raising Ceremony serves to foster patriotism and a sense of national pride among the entire student body.</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>important dates for the Weekly Flag raising ceremony</p> <ul style="list-style-type: none"> <li>- organize Police talks for students to inform them about the latest developments in scams and juvenile delinquency for crime prevention</li> <li>- participate in Catholic School Teachers' Day 2026 to uphold the identity, educational philosophy and core values of Catholic schools in Hong Kong</li> <li>- integrate Chinese traditional culture and arts in CCA</li> <li>- Organize a study tour to Macau and Zhuhai in collaboration with the CLP Team, Geography Department, and THS Department to explore career opportunities and appreciate the natural landscapes of the Greater Bay Region</li> <li>- organize mental health activities for the promotion of World Mental Health Day</li> </ul>	<p>13) At least one police talk will be organized to update students on the latest developments in scams and juvenile delinquency for crime prevention.</p> <p>14) At least 70% of participants agree that they can be inspired by the sharing delivered in the Catholic School Teachers' Day.</p> <p>15) At least 50% of participants agree that the CCA can help them appreciate Chinese culture and understand more about national issues</p> <p>16) Students will have the opportunity to immerse themselves in the beauty of nature, fostering a deeper sense of connectedness with China. This experience will cultivate their interest and motivation to engage in activities that promote environmental appreciation and support a healthy lifestyle linked to the natural world.</p> <p>17) At least one mental health activity is organized in observance of World Mental Health Day, providing students with valuable tools to enhance their well-being and resilience.</p>				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	b) Strengthen partnerships with different institutions, organizations, alumni, parents or overseas parties. - enroll students in joint-school, territory-wide, national and global competitions, academic interflow, oral practice sessions, etc. to enrich students' learning experience - organize learning activities such as outings, visits, sharing and workshops etc. partnered with alumni, parents, government, institutions, EDB NET Section, Catholic Diocese, NGOs and other local and overseas organizations, e.g., alumni sharing, primary school homework tutorials, partnership with Kadoorie Farm in S1-S3 natural-based curriculum - nominate students to the Job Shadowing Programme to enhance their connection with the outside career world - invite students to participate in territory-wide,	b) 1) Each subject department has organized or enrolled students to participate in at least one learning activity outside school. 2) Each KLA has organized or enrolled students to participate in at least one learning activity from territory-wide, national or global. 3) At least 70% of the students agree that external learning experience broadens their horizons and enriches their exposure of the subject or interested area. 4) The teachers responsible collaborate with the external institutions and organizations effectively and have received good insight and professional advice from them. 5) At least 60% of participants agree that they are developing language skills, intercultural communication abilities, national identity or global perspectives. 6) Students would be engaged in the career world and gain authentic work experience which facilitates their career				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>interdisciplinary competitions/ workshops/ activities, such as those organized by UNESCO to increase their global awareness. EMI subject teachers can collaborate with English teachers to train students</p> <ul style="list-style-type: none"> <li>- arrange services or charity projects with different organizations e.g., Home of Love, Mercy HK Centre, Francis Kitchen</li> <li>- work trial scheme for S4-5 to enhance students' exposure of the career world and facilitate their career aspiration</li> <li>- participate in inter-school or international value-related competitions</li> <li>- join "Harmonious School – Respect, Friendship and No bullying Project" organized by HKEDB</li> <li>- collaborate with partner schools in Mainland China or overseas to organize cross-cultural student learning experiences, like choral speaking performances, that develop language skills, cultivate intercultural communication, strengthen</li> </ul>	<p>aspirations and goal setting.</p> <p>7) The training workshops help students foster a friendly and supportive school climate that encourages mutual support and promotes a positive culture of coping and help-seeking.</p>				



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	<p>national identity, and foster a global perspective</p> <ul style="list-style-type: none"> <li>- join different Student Gatekeeper Training workshops to enhance students' self-care, leadership skills and mental health knowledge</li> </ul> <p>c) Build the Global Classroom for online sharing with schools from other countries</p> <p>d) Continue the Volunteer Team for staff, students, parents and alumni</p> <ul style="list-style-type: none"> <li>- increase exposure of teachers, parents and alumni to show concern to the community through voluntary service.</li> </ul>	<p>d) 1) At least 70% of participants in the volunteer service agree that the service fosters a sense of belonging, pride, and shared purpose among staff, alumni and parents.</p>				

**Tak Oi Secondary School****School-based Medium of Instruction Plan for Junior Secondary School Levels  
(Arrangements for Secondary One Students Admitted in the 2025/26 School Year)**

The support measures adopted by the school to enhance the learning & teaching effectiveness at S1 to S3 levels to help students progress in and adapt to the learning of other content subjects in English are as follows:

1. Pre-S1 English Fun Day and English Foundation Course – held in July to help incoming S1 students to better prepare for the English learning environment.
2. The school has worked out an S1 Transition Programme for the first two cycles in September aiming to help S1 students to better adapt to their S1 school life. During the two cycles, students would be going through learning experiences related to, on the academic side, summary skills and presentation skills (both in Chinese & English). Additionally, we will be experimenting with some new teaching pedagogies suggested by the educational psychologist to enhance these learning experiences. On the student support side, the programme includes self-understanding and management, getting to know about the school, their role and developing interpersonal relationships. The programme is as well a way to help students to acquire the necessary skills at an early stage for better adaptation to EMI learning.
3. In S1, students who require additional support are offered extra help during lunchtime. These Support Sessions are conducted by the school's English Ambassador Team and English teachers. During these sessions, students review content covered in their English lessons, engage in reading aloud, and practice drama, among other enriching activities. Concurrently, the highest-performing students in the form receive specialized training from the English Debate Team to maximize their potential.
4. S1 students are split into five small groups for their English lessons so as to promote greater pupil participation and engagement. Based on the results of the First Term Examination, some S1 students will be reallocated to a new English group in which different learning materials as well as assignment and assessment tasks will be designed to help students of different abilities gradually and progressively bridge their learning gap in their transition from primary to secondary.
5. For one lesson in a cycle, S1 students will also be allocated into eight different groups – three Mathematics, three Chinese and three English, some for more able students of the subject and some for less able ones, aiming to further help them build up a better foundation and to stretch their potential. Specifically, one of the English groups will focus on students with limited English proficiency, providing them with the essential skills necessary for a smooth

transition into the S1 curriculum. For the three Mathematics groups, they are good ways to help students adapt to the learning of the subject in English.

6. Between the school years 2018/19 and 2024/25, the English Department participated in collaborative research and development projects coordinated by the Native-speaking English Teacher Section, focusing on creating differentiated learning activities with digital multimodal texts and adapted textbook units featuring authentic texts. This initiative, proven to boost English learning interest, has been integrated into the S1-S3 curriculum. Building on this, a three-year project starting in 2025/26 with the Education Bureau's NET Section aims to sequentially revise the S1-S3 curriculum, enhancing content integration across key language skills and increasing student engagement through interactive, authentic learning experiences.
7. Language Across the Curriculum – an LAC Team has been set up since 2013-2014 to oversee the implementation of the cross-curricular learning content between English & Science, Citizenship, Economics & Society, Technology & Living, Mathematics, Geography as well as History.

The six EMI subjects have different levels of language objectives and learning targets across the levels. Basically, all six departments work on the vocabulary level and create a vocabulary log to help learners internalize the target generic academic vocabulary. Some of the EMI departments have advanced to the sentence, paragraph and speaking levels, training students to write more complex sentences, and structured paragraphs as well as verbalize their ideas.

To promote interdisciplinary learning, some lesson study involving the English and Mathematics Departments will be conducted to apply and try out the pedagogies learnt from the PolyU Support Programme as well as to promote verbalization of ideas in the less-language loaded subject. An interim meeting is scheduled at least once per term, involving the English Department Head and the S1 and S2 Form Conveners of English, as well as the Conveners of the six EMI subjects. The primary objectives of these meetings are to facilitate curriculum updates, exchange ideas on effective teaching and learning strategies, and promote meaningful professional discussions.

Collaboration among Subject Departments is also seen in the LAC Extensive Reading Programme among English, Integrated Science, Citizenship, Economics & Society, Technology & Living, Mathematics, Geography as well as History at S1-S3 levels to expose students to a variety of non-language arts reading materials encompassing some specific themes and topics.

In order to enhance teachers' capacity to develop appropriate learning and teaching activities to support reading in English as a Medium of Instruction (EMI) subjects, a Learning Circle focused on Reading across the Curriculum (RaC) was conducted in collaboration with the Native-speaking English Teacher Section during the school years 2021/22 and 2022/23. This initiative involved the participation of Department Heads from all EMI subjects. As a result of their collaboration, participants created text sets specifically designed for the S3 RaC

Programme. These text sets encompass a wide range of subjects including Citizenship, Economics & Society, Mathematics, Technology & Living, History, Geography, Chemistry, Economics, Tourism & Hospitality Studies as well as Physical Education. By engaging students in reading and viewing materials from different Key Learning Areas (KLAs), the RaC Programme aims to promote interdisciplinary connections and deepen students' understanding. During Reading lessons, students actively participate in interactive reading activities that encourage them to relate the text to their personal experiences and prior knowledge, fostering their engagement and comprehension.

The English Department collaborates with four EMI subject departments—History, Integrated Science, Geography, and Technology & Living—on various seasonal activities, ranging from creative projects like tie-dye using organic materials to map-reading games that apply skills using both local grids and world maps. Additionally, video clips on LAC topics are produced by the Campus TV Team. These collaborations allow students to apply their English language knowledge in authentic contexts, enhancing their practical application and learning experiences.

8. The S2-4 Extended Curriculum for English Modules emphasizes enhancing creative writing and performing skills, such as video subtitle creation and screenplay writing, alongside public speaking and academic writing. It aims to extend students' language skills, boost their interest in learning the language, and enrich their learning experiences through gaming activities, discussions, practices, and competitions.
9. An English-rich environment is reinforced through the use of English in everyday announcements, notices, assemblies, homeroom periods and major events like Sports Day, Singing Contest, Graduation Day and Prayer Service.
10. Emphasis has also been placed on raising the capability of the teachers in the use of English as the medium of instruction through participation in courses related to the teaching of content subjects in English. The School also organizes in-house Learning Circles on Teaching Pedagogy and IT in Education, as well as Critical Friendship Exercise, which serves as a developmental class observation.

**Tak Oi Secondary School**  
**Diversity Learning Grant (DLG)**  
**Program and Budget 2025/26**

Name of Programme	Participants	Period	Budget (HK\$)
1. English - Enrichment class	S5	2025 Oct – 2026 May	10,800
2. Mathematics - Enhancement class	S4	2025 Sept – 2026 May	4,200
- Enhancement class	S5	2025 Sept – 2026 May	4,200
3. BAFS - Enhancement class	S5	2026/3/1 – 5/31	2,000
4. Geography - Field studies	S4-S6	2025 Sept – 2026 Mar	8,000
- External service for DSE	S5-S6	2025 Sept – 2026 May	8,000
5. Chemistry - Enhancement class	S4/S5	2025/9/1-2026/5/31	4,800
- Enhancement class	S6	2025/9/1-2026/1/27	3,600
6. Economics - Enhancement class	S5/S6	2026 Feb – May	4,000
7. Biology - Enhancement class	S5-S6	2025/9/1-2026/7/31	6,000
- External competition	S4-S6	2025/9/1-2026/7/31	2,000
8. Chinese History - Outing and competition	S4–S6	2025 Sept – 2026 May	4,000
9. T & L - Visit or workshops	S4-S6	2025 Sept – 2026 May	1,500
10. Tourism & Hospitality Studies - Theme Park & Hotel visit	S4-S5	2025 Sept – 2026 May	10,000
11. Physics - Enhancement class	S5 - S6	2025 Sept – 2026 May	2,160
12. Guidance Team - Mindful Yoga class	S5 – S6	2025 Sept – 2026 May	7,200
		<b>Total</b>	<b>82,460</b>

**Tak Oi Secondary School**  
**School-based After-school Learning and Support Programmes (SBG)**  
**Program and Budget 2025/26**

Name of Programme	Participants	Period	Budget (HK\$)
1. English Language : - Enhancement classes	S3	2025 Oct – 2026 May	9,600
2. Mathematics : - Enhancement classes	S1 - S3	2025 Sept – 2026 May	12,600
3. Learning Support Team : - 1 <sup>st</sup> & 2 <sup>nd</sup> term pre/post exam revision classes	S1 – S2	2025 Sept – 2026 May	20,000
		<b>Total</b>	<b>42,200</b>

**Tak Oi Secondary School**  
**One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools**  
**Plan of spending for the school year 2025/26**

	Area	Actual Expenses (HK\$)
1.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	--
2.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	10,000
3.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	--
4.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	--
5.	To purchase or upgrade PE/sports equipment in the school	60,000
6.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	10,000
7.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	--
8.	Others	--
	<b>Total Actual Expenditure</b>	<b>80,000</b>

**Tak Oi Secondary School**  
**One-off Grant for Promotion of Self-directed Language Learning**  
**(Putonghua)**  
**Plan of spending for the school year 2025/26**

	Area	Budgeted Expenses (HK\$)
1	Procuring and/or subscribing to learning resources	8,750
2	Hiring Putonghua speaking instructors or non-teaching supporting staff outside the permanent staff establishment	42,000
3	Purchasing services related to learning and teaching	--
4	Others	--
	<b>Total Budgeted Expenditure</b>	<b>50,750</b>



**Tak Oi Secondary School**  
**Implementation Plan of Pilot Scheme on**  
**Other Languages for Junior Secondary Students for the school year 2025/26**

Details of the Other Languages (OL) course(s) offered / to be offered in the 2025/26 school year

<b>1. Details of OL course(s)</b>							
Language	Number of junior secondary students at each level			Class schedule	Delivery mode	Total number of learning hours (hour)	Average course fee per student (HK\$)
	S1	S2	S3				
Arabic				A. Within timetable B. After School C. Weekend	A. Online B. After School C. Weekend		
French		40		A	B	15.00	1,065
German							
Japanese		40		A	B	15.00	459
Korean							
Russian							
Spanish							
Urdu							
<b>Total number of students</b>	<b>80</b>			<b>(Estimated) Total amount of course fee (HK\$)</b>			<b>60,960</b>

<b>2. (Estimated) Other expenditures on purchasing learning and teaching materials</b>		
*The expenditures on purchasing learning and teaching materials specifically designed for the OLcourse(s) covered under this Pilot Scheme <b>MUST NOT</b> equal to or exceed the total amount spent on hiring service provider(s) to conduct OL course(s).		
Item	Quantity	Amount (HK\$)
(i) Textbook	5	5,000
(ii) Workbook	5	3,000
<b>(Estimated) Total amount of other expenditures (HK\$)</b>		<b>8,000</b>

<b>3. Plan for utilising the funding to provide OL course(s) in the 2026/27 school year</b> (Please select all applicable options from the list below.)	
<input checked="" type="checkbox"/>	Offer the same OL course(s) to a new group of students (e.g. students from a different grade level).
<input checked="" type="checkbox"/>	Introduce different OL courses to cater to diverse student interests and broaden language options.
<input type="checkbox"/>	Provide advanced OL course(s) for students who have completed the introductory levels.
<input type="checkbox"/>	Others (please specify: _____)

**Tak Oi Secondary School**  
**Plan on Use of Capacity Enhancement Grant (CEG) 2025/26**

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
School Development	1. To relieve teachers' non-teaching workload	To employ assistant clerical officer(s) and clerical officer(s) to provide support on student activities and careers affairs to teachers	September 2025 – August 2026	Salary of staff including MPF: \$657,000	- Non-teaching duties of the teachers concerned are reduced	- Performance appraisal of the staff - Collection of opinion from teachers	General Office and Teacher in-charge
				<b>Total: 657,000</b>			

**Tak Oi Secondary School**  
**Plan on Use of Enhanced Chinese Learning and Teaching for**  
**Non-Chinese Speaking Students (NCS) 2025/26**

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Support NCS students in learning Chinese	1. To relieve the workload of teachers in teaching Chinese Language to NCS students	To hire contract teacher(s) to provide intensive program on learning Chinese Language for NCS students	September 2025 – August 2026	Salary of contract teacher(s) including MPF : \$800,000	- Teaching duties of teachers concerned are reduced	- Collection of opinion from teachers	Head of Chinese Language Department
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese	September 2025 – August 2026	Expenses: \$100,000	- Teaching duties of teachers concerned are reduced	- Collection of opinion from teachers	Head of Chinese Language Department
				<b>Total: 900,000</b>			

**Tak Oi Secondary School**  
**Learning and Support Grant (LSG)**  
**Budget Plan 2025/26**

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Budget HK\$
Support students of special education needs	1. To cater for the care and special education needs of the students	To employ student counsellor to take care of the students in classroom learning and daily school life	September 2025 – August 2026	Salary including MPF : \$140,000
	2. To obtain external professional service to assist teachers in conducting tailor made programme to cater for the care and special education needs of the students	To hire external professional tutor to provide tailor made program on learning to students		\$200,000
		To conduct activities and workshops		\$10,000
				<b>Total: 350,000</b>

**Tak Oi Secondary School**  
**Plan on the Use of the Promotion of Reading Grant**  
**2025 - 2026 School Year**

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

	Item*	Estimated Expenses (HK\$)
1.	Purchase of Books	50,000.00
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	-
	<input type="checkbox"/> eRead Scheme	
	<input type="checkbox"/> Other scheme	
3.	Reading Activities	25,000.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise learning activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for students to participate in reading activities and competitions	
	<input checked="" type="checkbox"/> Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Other : ➤ <u>Buying the materials for reading activities and school reading scheme</u> ➤ <u>Gift for encouraging students to participate reading activities</u> ➤ <u>Printing for school reading scheme</u>	5,000.00
	<b>Total:</b>	<b>80,000.00</b>
	Unspent Balance:	--

\* Please tick the appropriate boxes or provide details

**Tak Oi Secondary School**  
**Plan on Use of School Executive Officer Grant (SEOG)**  
**2025/26**

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
School Development	1. To strengthen administrative support for school daily operation	To hire executive officer(s) or to procure school administration-related services from service providers	September 2025 – August 2026	Salary of executive officer(s) including MPF and service fee : \$565,000	<ul style="list-style-type: none"> <li>- Non-teaching duties of the teaching staff concerned are reduced</li> <li>- Creating room for the teaching staff to focus on core education tasks and take care of student development</li> </ul>	- Performance appraisal of the staff	--
				<b>Total: 565,000</b>			

**Tak Oi Secondary School**  
**Plan on the Use of the Life-wide Learning and Sister School Grant**  
**2025/2026**

Appendix 12

**Declaration:** Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

<b>Category of the Activity:</b>	<b>A1</b> Values Education <b>A4</b> Physical and Aesthetic Development <b>A7</b> Digital Education, Artificial Intelligence and STEAM Education	<b>A2</b> Intellectual Development <b>A5</b> Career-related Experiences <b>A8</b> Student Mental Health	<b>A3</b> Community Service <b>A6</b> Patriotic Education <b>A9</b> Others (Please specify in column L)
<b>Evaluation Method:</b>	<b>B1</b> Questionnaire <b>B4</b> Interview <b>B7</b> Others (Please specify in column N)	<b>B2</b> School Meeting and Discussion <b>B5</b> Observation	<b>B3</b> Professional Sharing in School <b>B6</b> Written report and record

**Category 1: Details of activities**

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	CCA - Aesthetics Club	2025 Sept - 2026 May	To enhance students' creativity & interest in making handicraft	S2-S5 30	0	0	0	\$8,300.00		A4 Physical and Aesthetic Development		B5 Observation	
2	CCA - Girl Guides	2025 Sept - 2026 May	To enhance students' belonging to Girl Guides, to facilitate the	S1-S3 30	0	0	0	\$4,000.00		A1 Values Education		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
			learning of different skills and to increase students' participation of activities										
3	CCA - Korean Club	2025 Sept - 2026 May	To teach students' elementary level Korean and enhance our students' interest in Korean	S2-S5 20	0	0	0	\$9,588.00		A5 Career-related Experiences		B5 Observation	
4	CCA - STEM Club	2025 Sept - 2026 May	To teach students AI art creation techniques for cultivating their creativity with the use of IT skills	S2-S5 30	0	0	0	\$12,250.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
5	CCA - Red Cross	2025 Sept - 2026 May	To facilitate the learning of first aid skills	S1-S5 30	0	0	0	\$1,100.00		A3 Community Service		B5 Observation	
6	CCA - Choir training class	2025 Sept - 2026 May	To help students develop musical skills and knowledge	S1-S5 60	0	0	0	\$36,760.00		A4 Physical and Aesthetic Development		B5 Observation	



No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
7	CCA - Chinese Instrumental Groups	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 60	0	0	0	\$59,500.00		A4 Physical and Aesthetic Development		B5 Observation	
8	CCA - Western Instrumental Groups	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 60	0	0	0	\$81,388.00		A4 Physical and Aesthetic Development		B5 Observation	
9	CCA - String ensemble training class	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 10	0	0	0	\$32,800.00		A4 Physical and Aesthetic Development		B5 Observation	
10	CCA - Chinese Orchestra training class	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel	S1-S5 20	0	0	0	\$36,520.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
			their talents in music										
11	CCA - Recorder Band	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 20	0	0	0	\$42,400.00		A4 Physical and Aesthetic Development		B5 Observation	
12	CCA - Dance Team	2025 Sept - 2026 May	To develop students' dancing potential and cultivate team spirit and confidence	S1-S3 30	0	0	0	\$21,900.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
13	CCA - Chinese Debate Team	2025 Sept - 2026 May	To enhance students' debating skills and reasoning thinking	S2-S5 20	0	0	0	\$20,900.00		A1 Values Education		B5 Observation	
14	CCA - Badminton Team training class	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in	S1-S6 30	0	0	0	\$34,800.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
			badminton										
15	CCA - Basketball club/team training class	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in basketball	S1-S6 30	0	0	0	\$51,900.00		A4 Physical and Aesthetic Development		B5 Observation	
16	CCA - Athletics club/team training class	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in athletics	S1-S6 30	0	0	0	\$39,750.00		A4 Physical and Aesthetic Development		B5 Observation	
17	CCA - Table tennis club/team training class	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in table-tennis	S1-S6 30	0	0	0	\$20,150.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
18	CCA - Volleyball club/team training class	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in volleyball	S1-S6 30	0	0	0	\$45,710.00		A4 Physical and Aesthetic Development		B5 Observation	
19	CCA - Stage performance team training class	2025 Sept - 2026 May	To help student to explore their personal values and to appreciate the values and attitudes of their own and other communities.	S2-S5 20	0	0	0	\$47,220.00		A1 Values Education		B5 Observation	
20	CCA - Digital Media Student Team	2025 Sept - 2026 May	To coach a group of elite students for photo taking competitions	S2-S5 15	0	0	0	\$19,600.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
21	Experiential Learning Day - expenses for outing, visit and activities	2025 Sept - 2026 May	To showcase students' learning experience	S1-S6 650	0	0	0	\$16,800.00		A1 Values Education		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
22	English debate and phonics training class	2025 Sept - 2026 May	To coach a group of elite students for debating competitions	S2-S5 40	0	0	0	\$15,000.00		A2 Intellectual Development		B7 Others	Teaching materials and lessons are closed monitored by English Teachers
23	HKMO courses	2025 Sept - 2026 May	To coach a group of elite students for Mathematics competitions	S1-S3 40	0	0	0	\$35,000.00		A2 Intellectual Development		B7 Others	Teaching materials and lessons are closed monitored by Mathematics Teachers
24	Musical instruments for conducting music training	2025 Sept - 2026 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S6 646	0	0	0	\$68,400.00		A2 Intellectual Development		B5 Observation	
25	Career & life planning programmes including talk and workshops, workplace and institutional visits	2025 Sept - 2026 May	To enhance students' understanding of careers world and multiple pathway and equip them with the essential skills and values	S3-S6 300	0	0	0	\$93,000.00		A5 Career-related Experiences		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
26	Value education programmes and activities - Promotion of basic law and integrity, national education and positive value culture workshops	2025 Sept - 2026 May	To enhance the positive values among the students and build up positive relationship with the peers	S1-S5 650	0	0	0	\$19,000.00		A1 Values Education		B7 Others	Feedback from Value Education Student Team members and students
27	Seminars or workshops for promoting discipline in students groups	2025 Sept - 2026 May	To enhance the positive values among the students and build up positive relationship with the peers	S1-S6 650	0	0	0	\$2,000.00		A1 Values Education		B7 Others	Feedback from Discipline Team
28	Guidance talk and workshops in different topics including expressive art, social skill, self-management and animal assisted therapy	2025 Sept - 2026 May	To promote mental health	S1-S6 200	0	0	0	\$31,600.00		A1 Values Education		B5 Observation	
29	Class teachers period activities on class-based issues	2025 Sept - 2026 May	To promote mental health	S3-S6 400	0	0	0	\$21,200.00		A1 Values Education		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
30	Experiential leadership training camp and programme	2025 Sept - 2026 May	To cultivate personal leadership among students	S4 104	0	0	0	\$130,000.00		A1 Values Education		B5 Observation	
31	TOSS Bud Young Leaders project	2025 Sept - 2026 May	To nurture students to become future student leaders	S2-S3 20	0	0	0	\$30,000.00		A1 Values Education		B5 Observation	
32	TOSS APPS leadership development project	2025 Sept - 2026 May	To nurture students to become future student leaders and serve as helpers in S1 Transition Programme	S3-S4 40	0	0	0	\$65,000.00		A1 Values Education		B5 Observation	
33	Key student leaders training	2025 Sept - 2026 May	To enhance student leaders' understanding of leadership	S1 23	0	0	0	\$1,000.00		A1 Values Education		B5 Observation	
34	Purchase of music stands and music instruments	2025 Sept - 2026 May	To assist in the smooth operation of the training and activities	S1 - S6 650	0	0	0	\$55,000.00		A4 Physical and Aesthetic Development		B5 Observation	
Total estimated expenses of item 1.1								\$1,209,536.00					
1.2	Non-local Activities												

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
Total estimated expenses of item 1.2								\$0.00					
Total estimated expenses (sum of items 1.1 and 1.2)								\$1,209,536.00					

Name of Teacher Responsible for Life-wide Learning:	Ms Wong Yin Shan	Position:	Vice Principal
Name of Teacher Responsible for the Sister School Scheme:	Ms Wong Yin Shan	Position:	Vice Principal



Endorsed by  
The Incorporated Management Committee of  
Tak Oi Secondary School

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

Date: 30 October 2025