Tak Oi Secondary School

School Report
2025-2026



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(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.

Achievements and Reflections on Major Concerns

The academic year 2025 – 2026 was the second year of the 3-year development cycle (2024/25-2026/27) with the theme "Towards a Sustainable Well-being School Community", aiming to enable students to become more independent and flexible learners, to strengthen the capacity to lead a more active and healthier lifestyle, and to enhance the sense of connectedness with community, nation as well as the world for the common good of all.

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

Strengthening students' learning competence was the prime objective of school development. In the 3-year development cycle, the school would mainly focus on strengthening students' creative problem-solving skills and empowering students with better self-management skills particularly in task prioritization, decision making and expectation management.

Priority Task 1: Strengthening students' creative problem-solving skills

Students were expected to become a generation of independent, flexible learners equipped to navigate the complexities of their educational journeys and beyond through integrating thought-provoking questions or authentic situations in school curriculum as well as learning and teaching, and creating opportunities for students to express their opinions, ask questions, discuss for solutions or suggestions in learning and teaching.

Achievements

The school made continuous progress in strengthening students' creative problem-solving skills through lessons and learning beyond classroom that emphasized questioning, application of knowledge to authentic situations and reflection. Riding on the measures adopted in the previous year, the school further extended students' reflection to their learning beyond the classroom. Reflection tasks were assigned to students to encourage them to express their opinions and conduct personal reflection on their daily life after engaging in whole-school sharing assemblies. In S1 and S2, the "Read-Think-Talk" Programme supported students to think beyond learning and reading, discuss ideas and reflect on their understanding after reading while Value's Corner provided an open platform for students to express opinions and develop their thinking. The positive progress is reflected in the MCP Survey results in which students reported higher willingness to express ideas and ask questions, and they continued to strengthen their ability to think of different solutions to problems.

Teachers' professional development and instructional capacity were further enhanced to strengthen students' creative problem-solving skills. Teacher sharing of best practices was fostered through structured professional dialogues, including open classrooms where all teachers observed or opened their lessons for exchanging professional dialogues. Selected commendable lesson plans and learning materials were collected and published in a good practice booklet, providing teachers clearer directions and practical exemplars aligned with key school focuses. In addition, the school collaborated with the Education Psychologist to support teachers in adopting SQ3R pedagogy to enhance students' learning, particularly in reading comprehension. The pedagogy was initially introduced to S1 teachers and students and received positive feedback. It was further promoted to all teachers by the Education

Psychologist in a staff development workshop to empower other teachers to apply SQ3R flexibly across subjects in different forms, thereby creating more opportunities for students to think, solve problems in reading and communicate. There was a clear year-over-year improvement from the SHS (Teachers) in asking questions of different levels to inspire students' thinking inside and outside of the classroom.

Reflection

Based on the evaluation findings, the school made progress in strengthening lesson engagement and students' readiness to think and respond, contributed by teachers' improved awareness and use of questioning strategies of different levels as well as students' sustained development in problem-solving skills. These achievements were supported by structured reflection opportunities and question-led learning routines, which increased students' willingness to raise questions inside and outside classrooms. However, the evaluation indicated that more deliberate alignment is needed to ensure questioning leads to clear application outcomes and is consistently experienced by students at different readiness levels, while questioning was increasingly diversified.

Consolidating our experience from PIE, the school will strengthen a whole-school policy for lesson structure and lesson questioning by explicitly focusing on designing and sequencing questions based on students' needs and levels, accompanied by appropriate scaffolding so that students can respond effectively as well as strengthening students' learning routine in thinking after learning. The school will also extend the collection of good practices from teachers to assignment and assessment design in which good design and sequence of questions can be observed.

Feedback and Follow-up

The school will implement targeted follow-up measures to help students further enhance their creative problem-solving skills.

- The Student Growth Journal will be redesigned into a Gratitude Journal for S1 and S2 in which students will complete short, guided reflection promotes after key learning tasks, recoding what they learned, how they contributed, what they are grateful for and one take away they will try. This creates a continuous record of personal growth that teachers can use to provide timely encouragement and guidance.
- To translate strong classroom questioning into visible learning evidence, teacher professional sharing will be extended to lesson planning exchange. Teachers will work together in departments to develop effective lesson plans and exchange professional views to uphold the learning and teaching effectiveness. The good practice booklet will also extend to assignment and assessment design, in which teachers can learn from each other on setting diversified assignment tasks and meaningful thinking questions.
- A Digital Education Task Force Group will be set up to plan and guide the integration of digital education in school curriculum. English Language and Science will be the pilot subjects that use digital tools to provide AI-enabled challenge tasks that require students to generate ideas, test solutions and explain their reasoning so that creative problem-solving is strengthen through authentic practice and assistance of AI.
- The school will reiterate the whole school approach of 3-in-1 structure and enrichment of students' lesson preparation among the teaching force, encouraging teachers to use questioning as a lesson preparation task and provide students consistent opportunities to respond in the next lesson. In this way, students will be

better empowered to engage in class and become more ready to tackle questions at different levels with confidence.

Priority Task 2: Empowering students with better self-management skills particularly task prioritization, decision making and expectation management

Empowering students with self-management skills enhanced their independence and flexibility as learners. By organising school-based workshops or learning experiences on self-management skills as well as promoting effective teaching pedagogies or tools for students to organise and manage their learning, students would be better to assess tasks, make informed choices, and set realistic goals, fostering resilience and confidence in their educational journeys.

Achievements

The school made steady progress in empowering students with better self-management skills with practical opportunities for students to plan, organise and improve their learning. The revision of S2 note-making skills using authentic situations helped students practise how to capture key information, organise it into usable knowledge and decide what mattered most during learning and revision. Teachers were also reminded in staff meetings to provide Sufficient practice opportunities and share effective approaches in class, ensuring students do not only understand note-taking procedures and skills, but could apply them consistently to meet learning expectations and organising their learning.

Self-management skills were further strengthened through student programmes, especially S4 Leadership Curriculum – SPARK extending to community service projects. By requiring students to plan and execute ideas in real contexts and conduct workshops for S1 students on Experiential Learning Day, students learnt to set manageable goals, make decisions, sequence tasks and monitor their own progress. This curriculum not only heightened students' awareness and reflection on important leadership qualities but also created an authentic platform for S4 students to manage their academic learning and other personal development. S5 students were also provided with a study skill workshop in which they acquired skills on time management and task prioritisation, bringing them alternatives in planning their studies and preparing for the public examinations.

The Student Council Constitution was under review to balance students' academic expectations and responsibilities, proposing to clarify duties of leadership posts, increased flexibility for junior students to take up Level 1 roles and engaged more students through small task forces. The school would collect students' opinions through public consultation and followed the procedures of the Constitution to decide whether the proposal would reach consensus in the school community.

Evidence from MCP Survey also supported the achievements by demonstrating students' ability to allocate time according to urgency and importance improved, their ability to retrieve necessary information online increased. Meanwhile, the SHS (Students) results reflected a strengthened culture of self-reflection in response to class performance, tests/exams, and teachers' feedback. The evidence indicated that students were increasingly able to monitor progress and adjust strategies – an essential foundation for effective self-management.

Reflection

The school was successful in sustaining students' progress with better self-management skills driven by authentic, practical learning contexts. Teacher alignment also ensured consistent application of skills in different subjects and class. However, the evidence also suggested that goal setting and learning strategies could be more sufficiently embedded or sustained across different year levels.

With the clear school's direction on students' holistic development and its experience in the past two years, it reflects that effective empowerment of self-management skills requires authentic practice and structured routines so that students do not only learn but also practise through their work and reflections.

Feedback and follow-up

The school will embed study skills from S1 to S4 according to their learning needs with differentiated support such as after-school support during S1 Transition Programme, workshops in S4 Tutorials, and practice sessions during S5 Assessment Lessons. S1 and S2 students will also be provided with organisation and decluttering workshops in which they learn about the logic of mind from organising personal items to their ideas and learning. Senior form students will acquire skills of better use of Error Skill Book and Online Question Bank by HKEdCity. Overall, this approach ensures students receive the suitable level of learning skills at the right time, increases practice and feedback, and helps students develop transferable self-management habits across junior and senior forms. With English Language and Science as the pilot subjects for promoting AI in Education in school, students will learn how to use apps for personalised feedback from the AI-driven learning platforms, empowering them better skills for managing their learning.

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

A vibrant and supportive school environment would be sustained through empowering students to improve their mental and physical health, foster social connections, motivate students to find meaning in learning and life, and make informed choices under the wave of information in the modern world. Students were expected to share their active and healthy energy with others and create sustainable impact in the school community.

Priority Task 1: Strengthening students' interpersonal skills for positive and healthy relationships in school

The school has implemented measures to strengthen students' interpersonal skills for positive and healthy relationships in school. Through diverse activities and initiatives, students are cultivated with important values of respect for others, responsibility, empathy, unity, benevolence and law-abidingness.

Achievements

Progress in strengthening students' interpersonal skills for positive and healthy relationships is evident in both students' self-reported learning outcomes and school climate indicators, aligned with the school's target values of respect for others, responsibility, empathy, unity, benevolence and law-abidingness. The school's whole-school approach on the theme

"Together we hope, united in joy" as well as other values-aligned activities and programmes organised particularly by the Value Education Team created a learning culture where students practised these values in daily interactions. In the MCP Survey, students consistently reported strong growth in development healthy peer relationships and overall relationship-building attitudes remained consistently strong across terms. Students also reported improved teacher support and encouragement, supporting a caring environment where empathy and benevolence were modelled and learned.

The concerted effort of different subjects and teams to integrate the values of hope, joy and unity in students' learning experiences, APASO findings further demonstrated the effectiveness of the whole-school culture. Satisfaction with life at school rose together with the satisfaction with relationships with teachers. Correspondingly, KPM indicators on school connectedness improved with a significant increase in belonginess and not lonely, showing that students feel more included and supported in the school community.

The whole school impact was also strengthened by parallel work on staff well-being and collaboration. Teachers participated in well-being workshops and staff development workshops focusing on team building and well-being, supporting healthier staff relationship and communication. Through personal experience-sharing, teachers reinforced the positive values and meaning of unity to students via their teaching and personal interactions with students. To sum up, the concerted efforts at both staff and student levels contributed to a more positive school climate and improved students' ability to build respectful, responsible and healthy relationships.

Reflection

Based on the evaluation findings, the whole-school alignment was a key to cultivate positive values and relationships by consistently reinforcing expectations and core values through values education activities, team programmes and student learning routines, helping students translate values into daily behaviours. Another major factor is the parallel engagement in staff development workshops. Teachers participated in workshops that strengthened team building, communication and staff morale, connecting their own positive workplace relationships to the way they guided students, thereby improving consistency in values reinforcement and classroom relationships as well as the role-modelling effect. However, communication skills for reaching consensus also showed improvement overall, suggesting that most students are equipped to manage different opinions, but continued support may be needed at times when disagreements arise.

In reflection, widening students' understanding on 'love' and increasing their abilities to embrace diversities and reaching consensus in disagreements can be one of the focuses to support students to further enhance their inter-personal skills for healthy relationships.

Feedback and Follow-up

With reference to the achievements and reflection on strengthening students' interpersonal skills for positive and healthy relationships, the school will adopt "Love with all your heart" as the follow-up whole-school theme in which students will learn to care for and respect others even when they hold different opinions and to practise 'love' as a concrete set of behaviours – listening actively, speaking appropriately, resolving differences and showing benevolence through actions. The Value Education Team will also focus on Benevolence and Empathy as the two main values for themed-month activities and promotion, empowering

students to show increased understanding and consistent practice of kindness and compassion toward self and others. Different subjects and teams will also find meaningful and suitable learning opportunities to deepen students' understanding towards the theme. It is expected to witness students' continued improvement in peer relationship development and build respectful and caring relationships with diversity.

Priority Task 2: Enhancing students' engagement and motivation in learning

The school emphasizes the importance of cultivating a sense of meaning, ownership and purpose through enhancing students' engagement and motivation in learning. With a stronger connection with their education and growth, students will develop an intrinsic motivation that fosters a vibrant school community through shared goals and collaborative experiences.

Achievements

The school successfully strengthened Open Classroom teaching practices to share effective pedagogies and good lesson plans among teachers for enhancing students' engagement and motivation in learning. Teacher better linked authentic learning tasks to students' needs and interests, and more effectively create learning opportunities for students to engage in the process of knowledge construction that sustained students' learning motivation. The enhanced Talent Pool measures, various one-off EDB funding sources and experiential opportunities for talent development especially S4 Experiential Leadership Programme helped identify students' strengths and expose them to a wider range of learning opportunities beyond school as well as some external competitions. This deepened students' relevance to the meaning of learning and developing their potential.

Apart from learning, a rich array of activities and programmes were organised to cultivate students the spirit of resilience and positive emotions that supported students to overcome difficulties or challenges and to regain motivation to continue their growth. The school also successfully applied for a grant to create a space in school named Bounce Back Centre in the coming two years in which students and teachers would be given opportunities to develop their resilience and positive emotions through different tools and workshops. Students would improve coping after setbacks, build self-efficacy and persistence, support healthier responses to challenges and promote meaning in effort.

These outcomes were also reflected across different KPM, APASO and MCP surveys, for example, KPM Meaning in Life index increased significantly, indicating that students increasingly perceive learning and life experience as purposeful. The notable increase among junior form students also reflected a stronger overall positive orientation in the school year. APASO results supported this upward trend in students' motivation with an increase in the proportion of students who were satisfied that they have clear meaning/ purpose. Students reported improved discovery of satisfactory meaning and clearer understanding of what gives life meaning. These findings suggested that students were not only more willing to engage, but also more able to connect learning with personal purpose – an essential driver of motivation across the seven learning goals. MCP data showed improvements in day-to-day learning engagement and emotional support. Students' willingness to participate in lessons slightly increased overall while perceptions that learning is meaningful remained consistently high and improved marginally. Importantly, students expressed that they felt

supported by the school to stay positive and helped sustain their motivation and participation.
Reflection
The school's progress in enhancing students' engagement and motivation in learning was contributed by the relevance of students' learning to real-life situations which was considered as an important motivator that helped students to find real meaning from their learning and interests in engaging in the learning process. Also, the consistent cultivation of positive values and the encouragement from teachers increased students' readiness to engage in their learning. Students felt safe, steady and more capable of learning when they were recognised of their effort and developed more positive emotions. Enhanced and continuous professional development culture among teachers supported teachers to develop more appropriate and effective teaching pedagogies and learning activities that could improve how lessons were delivered, supported and adjusted to students' needs as well as how students could receive clearer expectations, better feedback and learning tasks that felt more accessible and meaningful. However, the school noticed that student's motivation could be further sustained through day-to day learning in every subject and context for stronger continuity. Their learning motivation could further extend to their assignment and assessment in which they could also notice their effort and improvement.
Feedback and Follow-up
The school will implement the following follow-up measures to reinforce motivation through authentic engagement, recognition and enhanced lesson routines. All teachers will be reminded of the consistent implementation of "3-in-1" routine across classroom so students experience predictable lesson flow, clearer expectations and more structured opportunities to participate and engage in knowledge construction. The time for students to activate their prior knowledge and connect learning to purpose as well as the embedded consolidation for understanding and quick reflection to maintain learning momentum will sustain students' willingness to participate and make their learning to be more visible. The whole-school academic quiz competition organised by the Academic Prefects as well as the theme-based KLA challenges with authentic questions prepared by different subjects do not only build wider engagement of students but also to provide extra opportunities for students to apply subject knowledge to solve a practical task. Students' achievements and effort in learning will also be recognised and displayed at the Jubilee Court to strengthen a culture of sharing and pride in learning. Students' motivation will be boosted through recognition and belonging, reinforcing positive emotions and encouraging students to engage more consistently.

Priority Task 3: Creating more room and opportunities for students to participate in and appreciate physical and aesthetic activities

Creating ample opportunities for students to engage in physical and aesthetic activities fosters a deeper appreciation for health and wellness. By promoting participation in sports, arts, and outdoor experiences, students develop stronger awareness and even habits that encourage active lifestyles. This collective engagement strengthens community ties, ultimately building a sustainable, well-being-focused school environment.

Achievements

As the second year of implementation, the school significantly broadened its physical, aesthetic, and wellness initiatives to cultivate sustainable, lifelong healthy lifestyle habits among students. Healthy Living Days continued to serve as an effective platform for promoting the importance of healthy living among students. The active involvement of the PTA further strengthened home-school partnership, with members distributing fresh fruit and healthy snacks to reinforce balanced nutrition across the school.

Mental wellness strategies were systematically integrated into the school routine and achieved substantial positive outcomes. Over 73% of S.5 students and 84% of S.6 students reported noticeable stress reduction through Mindful Yoga lessons. In addition, centralized pre-examination breathing exercises engaged 90% of students, effectively easing assessment-related anxiety and strengthening their emotional resilience.

Academically, the Technology and Living curriculum effectively reinforced healthy eating habits by building on the foundation established in the previous year, further promoting a culture of healthy living within the school community. Complementing this, the Physical Education Department enriched its modular curriculum through the introduction of HIIT, Pickleball, bowling, and water sports. These learning experiences broadened students' physical competencies, enhanced their interest in sports, and encouraged a sustained commitment to regular, active living.

Compared with the 2024–2025 baseline year, the 2025–2026 academic year showed clear year-on-year improvement in promoting healthy lifestyles and physical engagement. The second year also reflected stronger wellness engagement. Overall, the school progressed from establishing basic healthy routines to building a broader and more sustainable wellness culture.

In 2025–2026, the school strengthened students' aesthetic development through diverse artistic, musical, expressive, and cultural learning experiences. Performing arts showed notable growth with the establishment of the Orchestra and Recorder Band, a twofold increase in Choir membership, and active participation in inter-school competitions by music groups, the Drama Club, and the Dance Team. Cultural appreciation was promoted through activities such as the Sky Lantern Design Competition, traditional Chinese attire try-ons, and workshops on cloisonné enamel, seal carving, and paper cutting. Expressive art activities, including Neurographic Art, Mindful Jars, Shaving Foam Art, and Glue Gun Art, supported students' emotional wellbeing and creative expression. Cross-curricular collaboration further enriched learning through Chinese Language and Visual Arts projects, strengthening students' visual literacy, creativity, cultural awareness, and appreciation of beauty. The 2025–2026 academic year showed measurable improvement in aesthetic participation and students' appreciation of the arts remained strong.

Reflection

The school's second year implementation demonstrates that broad, well-integrated physical, wellness and aesthetic initiatives can effectively shift students from basic routines to a more sustainable healthy lifestyle and a strong culture of arts appreciation. When the school expanded to build a broader wellness culture by whole-school events, curriculum reinforcement, routine mental wellness integration and introduction of new mediums in

sports and arts, students will consistently and subtly build routines that are more sustainable for their personal well-being.

The school will continue expanded opportunities, including expressive art, cultural activities, cross-curricular Visual Arts projects, and strengthened performing arts programmes, supported students' creativity, confidence, and whole-person development.

Feedback and Follow-up

The school will continue to consolidate Healthy Living Days, morning stretching, Mindful Yoga, and pre-exam breathing exercises to strengthen students' healthy lifestyle habits and emotional resilience. PE modules will be enhanced to enhance variety, safety, and skill mastery.

For aesthetic development, the school will continue to broaden students' participation in visual arts, cultural appreciation, expressive art, and performing arts. Musical development will be one of the key areas of aesthetic development, with continued support for the Orchestra, Recorder Band, Choir, and related performance opportunities. Cross-curricular collaboration and student feedback will be used to further refine future programmes.

Priority Task 4: Cultivating a stronger awareness of information literacy through whole-school approach

A whole-school approach is expected to be gradually developed to empower students to make informed choices about their growth and education. By developing their critical thinking skills, students can navigate information effectively and make decisions that can benefit their growth and lead to healthier and more active lifestyle decisions.

Achievements

The school's achievements in cultivating stronger awareness of information literacy through a whole-school approach was evidenced by improvements in students' self-reported abilities across key information targets such as assessing information online, evaluating reliability or authenticity, developing ideas, protecting privacy and resisting inappropriate online behaviours. The holistic review of the information literacy curriculum clarified the roles of different departments and teams in the school and ensured that the important knowledge and skills of the curriculum were covered in suitable subject content and lessons, mainly the Information and Communication Technology as well as Citizenship, Economics and Society. Teachers of other subjects also included instructions and suitable learning content to reinforce students' awareness on reliability checking and transforming information into original thinking.

The Values Education Team also organised programmes to further enhance students' awareness and understanding of information literacy such as Intellectual Property Interactive Drama for S1 – S3 students. The Discipline Team also collaborated with the Police Force to organise talks on preventing online scams and proper use of online information to update students with the most recent cases and to enhance students' skills in protecting their privacy. All the above measures and programmes empowered students to locate necessary

online information, made a positive progress on students' evaluation, and sustained students' digital responsibility.
Reflection
The whole-school approach successfully made information literacy as a part of daily learning so that students were exposed to routines of searching and use of online sources across lessons and different subject contexts. With the consistently high students' digital responsibility, the workshops or talks linked with practical examples or authentic situations were found to be effective in shaping attitudes and behaviours. The approach of making good use of lesson learning tasks supplemented with interactive and authentic workshops or talks was suitable to increase students' information literacy. However, students showed the need to further enhance their skills on evaluating the source as well as applying higher-order thinking skills in the use of information online. Students required ongoing practice and reminders to maintain the habit and awareness. Further focus could also be put on empowering students to synthesize, compare viewpoints and form justified original ideas.
Feedback & Follow-up
The school will keep the successful whole-school integration and practical digital safety reinforcement, strengthen higher-order components by embedding structured tasks and sufficient guidance for students to compare multiple sources and to create new information, and monitor closely on students' use of online information in their learning. A Digital Education Task Force Group will also be set up to support the implementation of digital education in school through shaping the digital roadmap, driving teacher professional development, and implementing student wellbeing and digital safety initiatives. Information literacy will remain as a significant task to continue while promoting digital education in school.

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

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

Priority Task 1: Enhancing student's awareness and understanding of the community, national and global issues

Enhancing students' awareness of community, national, and global issues fosters a strong sense of connectedness. By understanding the broader context of their actions, students become active, responsible citizens. This awareness builds a sustainable school community, where collaboration and empathy thrive, ensuring collective well-being and a commitment to positive societal change.

Achievements

Guided by the religious theme "Together with Hope, United with Joy," the school nurtured students' awareness of local, national, and global issues through a wide range of learning experiences and cross-curricular programmes. By fostering faith, responsibility, compassion, and respect for others, the school empowered students to become active citizens who care for the community, understand national development, and contribute positively to society.

The S.3 IGNITE Project has developed into a structured programme, enabling students to apply business knowledge through charity sales, with proceeds donated to Home of Love. It strengthened teamwork, empathy, civic awareness, and social responsibility.

The S.4 Experiential Leadership Programme engaged students with community groups and social service experiences involving children, teenagers, the elderly, and NGOs. Students developed leadership, communication, empathy, and responsibility, with positive feedback scores of 4.22 out of 5 and 84.0% agreement

Students' social and career awareness was enhanced through police talks on scams and juvenile delinquency, as well as career talks, institutional visits, workplace visits, and job shadowing. The Chuen Lung Village Exhibition and Workshop also deepened students' understanding of local heritage and its connection with Chinese culture and national identity.

At the national level, National Security Education was integrated into different subjects, including Tourism and Hospitality Studies, Economics, Geography, Physical Education, Visual Arts, and Integrated Science. Related activities such as the National Education Online Quiz, National Security Education Week, and Military Camp helped students understand national development, cultural preservation, environmental protection, national defence, and civic responsibility.

At the global level, students explored international issues such as environmental protection, mental health, financial management, poverty, sustainability, and Zero Hunger through reading materials, workshops, and subject-based learning tasks. These activities enabled students to broaden their perspectives, understand global challenges, and reflect on their roles as responsible global citizens.

Overall, these initiatives strengthened students' local, national, and global awareness while nurturing empathy, respect, interpersonal skills, and social responsibility. This was reflected in the Stakeholders' Survey, where nearly 70% of students and 75% of parents agreed that the school effectively promoted positive and respectful relationships.

Reflection

The implementation of the related programmes and activities has been effective in broadening students' understanding of local, national and global issues. Through community service, experiential learning, cultural activities, National Security Education, career-related programmes and global issue-based learning, students were able to connect classroom knowledge with real-life contexts. The local-level programmes successfully strengthened students' empathy, social responsibility and awareness of community needs, while the national-level activities enhanced their understanding of national development, national security and national identity. At the global level, students were given opportunities to reflect on important issues such as environmental protection, mental health, poverty and sustainable development. The positive feedback from students and parents indicated that the

school's efforts in promoting respect, responsibility and care for others were generally well received.

Overall, the programmes were meaningful and aligned with the school's religious theme, helping students develop into responsible citizens with a caring attitude and a broader worldview.

Feedback and Follow-up

To further enhance the effectiveness and sustainability of the programmes, the school will strengthen cross-departmental collaboration to ensure that related themes are coherently integrated into different subjects and learning experiences. More opportunities will also be provided for students to participate in community service, cultural exploration, national education activities, and global issue-based projects, with a view to deepening their understanding of society and broadening their perspectives.

Priority Task 2: Increasing students' opportunities to engage in school, community, national and global issues/ activities / competitions

The school has created a wide range of opportunities for students to engage in activities or competitions at all levels, inspiring them to a stronger sense of connectedness, higher awareness of diverse perspectives, and more confidence in their abilities and potential to develop and make a difference in the lives of themselves and others.

Achievements

To strengthen students' sense of connectedness and enhance their engagement in school life, a range of strategies were implemented. Students were entrusted with responsibilities at various levels, ranging from school-wide roles, such as School Prefects, Executive Committee members of the Student Council, Four Houses representatives, Student Service Teams, CCA, and Academic School Teams, to class-level roles, including Class Monitress and members of the Class Committee. The distribution of leadership positions across different year groups in 2024-26 is summarized in the following table:

Form	Number of students taking up posts of responsibility as student leaders	Percentage of students taking up responsibility as student leaders (2025-2026)	Percentage of students taking up responsibility as student leaders (2024-2025)
1	35	28%	25.9%
2	37	29.8%	36.1%
3	56	56%	44.8%
4	68	62.9%	67.8%
5	74	69.1%	91.3%
6	32	34%	92.4%
Total	302	46.24%	51.2%

Moreover, data collected from the Key Performance Measure (KPM) stakeholder survey regarding the statement *"In school, I feel like an outsider and am not involved in anything"*

demonstrated marked improvements in students' psychological sense of belonging and community integration.

To strengthen students' connectedness and engagement, the school provided leadership opportunities at both school and class levels. In 2025–2026, 302 students held posts of responsibility, representing 46.24% of the student population. Students' sense of belonging improved, with those feeling like an "outsider" decreasing from 24.9% to 19.5%, while 80.5% of students expressed a sense of inclusion.

A structured leadership pathway supported students' growth through the S.4 Leadership Training Camp, TOSS BuD Young Leaders Project, and S.4 Experiential Leadership Programme, developing teamwork, problem-solving, governance understanding, service leadership, and peer mentoring skills.

The school also promoted community engagement through cultural and service learning, including the Chuen Lung Village Exhibition and Workshop, heritage activities, meal distribution to elderly residents, and the S.3 charity bazaar, which raised HK$4,327 for MercyHK.

Career and future planning were strengthened through life-planning workshops, university talks, Human Library dialogue, alumni sharing, and job shadowing. National identity was promoted through mainland study tours, sister-school exchanges, traditional arts learning, constitutional education, and flag-raising activities. Global awareness was enhanced through the Singapore STEAM Tour, Model UNESCO Conference, JA International Trade Challenge, and global economic discussions.

The school successfully implemented a multi-faceted strategy to cultivate students' global awareness, critical thinking, and cross-cultural competencies. Its initiatives were systematically designed to expose students to international educational trends, global issues, and diverse cultural perspectives through both physical overseas exchanges and on-campus programmes. The primary objective was to broaden students' horizons beyond the local context, foster a forward-looking mindset, and equip them to become responsible and informed global citizens.

Reflection

Throughout the year, the school fostered holistic student growth and achieved progress in connectedness, leadership development, community engagement, national identity, and global awareness.

Mainland and overseas study tours, workplace shadowing, community services, the S4 Tutoring Primary School Students, cultural workshops, and the Model UNESCO Conference enriched students' empathy, communication skills, practical competencies, and intercultural understanding.

However, workplace shadowing and international exchange opportunities remained limited and should be extended to more students. Sister-school connections and global awareness should also be further strengthened. To ensure long-term impact, these programmes should become more sustainable, accessible, and inclusive.

Feedback and Follow-up

As a follow-up, the school will broaden workplace shadowing opportunities by expanding them to more industries and career fields, such as STEM, creative arts, social services, education, finance, and healthcare. This will allow more students to gain authentic workplace exposure, understand different career pathways, and connect their learning with real-life professional contexts.

The school will also introduce more diverse learning aspects into existing programmes by integrating leadership training, service learning, career exploration, cultural appreciation, and national education. Through a wider range of activities, students will be able to develop practical skills, empathy, communication skills, and a stronger sense of responsibility.

To strengthen global awareness, the school will collaborate with various departments and teams to integrate related activities and create more opportunities for students to explore global issues.

The school will further enhance sister-school connections by organizing more online exchanges, online conferences, joint learning projects, and cultural sharing sessions with sister schools. These activities will promote sustained cross-border interaction, collaborative learning, and mutual understanding among students.

(2) Student Performance

Students obtained various awards in the academic, physical and aesthetic aspects. The awards and prizes received included the 19th Wong Tai Sin District Outstanding Students' Election, A.S. Watson Groups Hong Kong Student Sports Awards, Inter-school Music and Speech Festivals, Hong Kong Secondary Schools Debating Competitions, Inter-school sports competitions, Mock Trial competitions, Hong Kong School Drama Festival, EMI Drama Fest 2026, Dance competitions, English Public Speaking Contests, Mathematics, STEM and Science competitions, as well as various scholarships, both awarded at school and outside school. (Refer to Appendix 1)

As for students' performance of the Hong Kong Diploma of Secondary Education (HKDSE) this year, 71.4% of our graduates satisfied the university requirement, while the percentage of the Day School candidates is close to 42.6%. The university admission rate under the JUPAS system was about 52% 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. Meanwhile, teachers' concerted effort will be continued to further develop and stretch students' potentials by continuous professional development as well as timely guidance and support.

(3) Financial Summary

	Income ($)	Expenditure ($)
Balance B/F (Government Funds and School Funds)	*21,534,807.47*	
I. Government Funds		
(1) Expanded Operating Expenses Block Grant		
(a) School Specific Grants		
1. Administration Grant	3,511,368.00	3,511,335.81
2. Composite Information Technical Grant	468,347.00	623,827.00
3. Capacity Enhancement Grant	609,252.00	593,974.50
4. Air Conditioning Grant	542,162.00	692,271.00
Sub-total	5,131,129.00	5,421,408.31
(b) Non-School Specific Grant		
1. Baseline Reference	1,874,369.41	1,275,801.71
2. Teacher Relief Grant	5,318,738.00	5,946,231.44
(c) Others	0.00	0.00
Sub-total	7,193,107.41	7,222,033.15
Total EOEBG	*12,324,236.41*	*12,643,441.46*
(2) Grants outside EOEBG	*4,854,552.88*	*5,598,808.55*
II. School Funds		
(1) Purchases of exercise books and pins	0.00	34,627.58
(2) Tong Fai	102,000.00	0.00
(3) Tuck shop rental	148,500.00	0.00
(4) Donation	42,644.40	62,537.70
(5) Fine	3,304.00	0.00
(6) Hire of school premises	8,173.92	0.00
(7) Interest income	59,222.98	0.00
(8) Insurance	0.00	35,227.75
(9) 55th Anniversary Programme	610,387.45	277,818.47
(10) Others	0.00	203,327.96
Sub-total	*974,232.75*	*613,539.46*
Accumulated surplus as at the end of school year	*20,832,040.04*	

Appendix 1

Tak Oi Secondary School
Students External Achievements (2025/26)

East Kowloon Youth Society
The 19th Wong Tai Sin District Outstanding Students' Selection

Senior High School Category	Excellent Student Award	6D	Natalie Choi
Junior High School Category	Excellent Student Award	4D	Yoyo Wan

Sir Edward Youde Memorial Award Scheme

Awardee	6A	Bella Cheung
	6D	Winkie Wun

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

Awardee	6A	Angela Cheung

AS Watson Group
A.S. Watson Groups Hong Kong Student Sports Awards

Secondary School Award (Ball Games)	5C	Hayley Chan

Elsie Tu Education Fund
Elsie Tu Education Fund Hong Kong Youth Improvement Award

Awardee	5D	Annie Lee

Hong Kong Institute of Certified Public Accountants (HKICPA) and Hong Kong Association for Business Education Limited (HKABE)
HKICPA / HKABE Joint Scholarships for BAFS

Awardee	5D	Phoebe Wong

Hong Kong Association for Science and Mathematics Education
Hong Kong Biology Literacy Award

Second Class Honours	5D	Natalie Choi
	5D	Candy Huang
Third Class Honours	5D	Cherry Mo
	5D	Venus Poon

ICE Foundation and the Hong Kong Association for Computer Education
International Coding Elite (ICE) Challenge

Silver Award	5B	Jojo Lee
Silver Award	5D	Annie Lee
Bronze Award	5C	Vicky Leung
Merit Award	5A	Chloe Chan

The Hong Kong Polytechnic University
PolyU Young Historian Competition Awards 2025

Second Runner-up	6B	Hilda Wu
	6C	Flora Ho
	6C	Annie Lei
	6D	Chloe Kwan

University of Warwick
HKU × University of Warwick Metals of Life Symposium Salty Solutions Research Project

Best Poster Award (First Prize)	4D	Vienna Chan
	4D	Jenny Chan
	4D	Yuki Huang
	5D	Natalie Choi
	5D	Candy Huang
	5D	Cherry So

廣州市第二中學
中學生旅遊攻略創作大賽

最佳創意表現獎	3A	Eva Chan
	3A	Stacy Lau
	3A	Susan Xu
	3A	Janet Yu
最具誠信可靠獎	3B	Zuri Mau
	3B	Teresa Ng
	3B	Coco Yang
	3B	Mia Zhang

Hong Kong Tourism Board
Hong Kong Tourism Industry Student Summit 2026 Inter-school Photo Contest

Merit Award	4B	Alicia Ly

Education Bureau
Time to Talk Public Speaking Competition

Final Round - Champion	4B	Irene Kong
	4B	Trinity Wong
	4C	Sherina Chan
	4D	Jenny Chan
Round 1 - First Place	4B	Trinity Wong
	4D	Jenny Chan
	4D	Yuki Huang
Round 1 - Second Place	4B	Kitty Chung
	4B	Silvia Foo
	4B	Irene Kong
	4B	Chloe Lai
Round 1 - Third Place	4D	Hailey Cheung
	4D	Mini Sze To
	4D	Jovia Tong
	4D	Sally Tsoi
Round 1- Merit	4C	Arshad Filza
	4C	Bevin Au
	4C	Sherina Chan
	4C	Khan Minahil

Education Bureau
Hong Kong School Drama Festival

Outstanding Performer	3B	Queenie Sun
	3B	Mia Zhang
	3D	Charley Ho
	3D	Wincy Ho
	3D	Ashley Yeung
	4A	Ada Chen
	5C	Jolenta Chan

The Association of English Medium Secondary Schools
EMI Drama Fest 2026 – Reader's Theatre I

Star Performer Award	4B	Trinity Wong
Outstanding Performance – Silver Award & Commendable Award for Spoken English	1B	Rosie Lai
	2A	Charlie Au
	2C	Khan Eimaan Bibi
	4B	Trinity Wong
	5B	Jamal Safiyya Bint Syed Ibrahim

香港數學奧林匹克協會
華夏盃全國數學奧林匹克邀請賽（初賽）

二等獎	1A	Chloe Cheung
	2B	Cynthia Leung
	2B	Ava Leung
	3B	Athena Leung
三等獎	1A	Stella Chan
	2A	Cheris Lau
	2A	Emma Leung
	3A	Ivy Fung
	3A	Yoyo Wan
	3B	Mia Zhang

Asia International Mathematical Olympiad Union
Asia International Mathematical Olympiad (AIMO) Contest

Silver Award	4D	Cherry Chan
	4D	Yuki Huang
	4D	Angel Wong
Bronze Award	1A	Camilla Zeng
	1A	Annie Wong
	3A	Janet Yu
	3A	Ivy Fung
	3A	Yoyo Wan
	3B	Mia Zhang
	3B	Athena Leung
	4D	Hailey Cheung

Hong Kong Academy for Gifted Education
Hong Kong Budding Poets (English) Award

The Poet of the School Award	1B	Rosie Lai

Ka Chi Secondary School
2026 Hong Kong Secondary School Students Cooking Competition

Second Runner-up	4D	Sally Tsoi
	4D	Miku Tsui

Hong Kong Schools Music and Speech Association
The 77th Hong Kong Schools Speech Festival

First Place	Solo Verse Speaking	2C	Ehan Eimaan Bibi
Third Place	Dramatic Duologue – Secondary 5 and 6	5B	Jamal Safiyya Bint Syed Ibrahim
		5C	Chan Yan Ching, Jolenta
Merit	Solo Verse Speaking	2A	Kaur Asees
		2A	Wong Ka Yi, Shirley
		2D	Lee Yan Chi, Natasha
		3A	Yip Tsz Ching, Kelly
		5D	Lai Wing Yee, Carina

香港學校音樂及朗誦協會
第七十七屆香港學校朗誦節中文朗誦比賽

亞軍	中學三、四年級散文獨誦 - 普通話	4D	王文慧
優良	中學一、二年級詩詞獨誦 - 普通話	1A	陳允萱
	中學一、二年級詩詞獨誦 - 普通話	1A	李宜宸
	中學一、二年級散文獨誦 - 普通話	1A	楊紫琪
	中學一、二年級詩詞獨誦 - 粵語	1C	蔡沛辰
	中學一、二年級詩詞獨誦 - 粵語	1C	黃雅茵
	中學一、二年級詩詞獨誦 - 普通話	2B	區凱融
	中學一、二年級詩詞獨誦 - 普通話	2B	蘇英晴
	中學三、四年級詩詞獨誦 - 普通話	4A	李倚琦
	中學三、四年級散文獨誦 - 普通話	4A	林穎兒
	中學三、四年級詩詞獨誦 - 普通話	4A	沈嘉欣
	中學三、四年級散文獨誦 - 普通話	4C	林婉琦
	中學五、六年級二人朗誦 - 粵語	5C	陳嘉琪
	中學五、六年級二人朗誦 - 粵語	5C	施渝珊
	中學五、六年級二人朗誦 - 粵語	5C	冼嘉榆
	中學五、六年級二人朗誦 - 粵語	5C	姚嘉怡

香港中華文化發展聯合會
周有光盃普通話朗誦比賽

銀獎	4D	Angel Wong

新市鎮文化教育協會
第 28 屆全港中小學生普通話演講比賽（初賽）

優異星獎	1B	Yoyo He
	1B	Wendy Kong
優異獎	1B	Jaymie Huang
良好獎	1B	Donna Yung

Education Bureau
Hong Kong Secondary Schools Debating Competition

Best Speaker (Term 1 Round 1)	3A	Buenviaje Chelsea May
Best Speaker (Term 1 Round 2)	3A	Megan Ng
Best Speaker (Term 1 Round 2)	4B	Irene Kong

SideBySide
Mock Trial @ Positive Thinking – Mock Trial Competition

Best Mooter of the First Preliminary)	4C	Pancy Chin
Best Witness of the Second Preliminary	3C	Meeko Huang

教育局、星島日報、英文虎報
星島第四十一屆全港校際辯論比賽

最佳辯論員	4D	Mini Sze To
最佳交互答問辯論員	4D	Yuki Huang

Education Bureau & Hong Kong Schools Dance Association
The 62nd Schools Dance Festival

Jazz & Street Dance – Commended Award	1A	Kasey Leung
	1B	Yoga Ng
	1B	Nisha Siu
	1D	Chloe Szeto
	1D	Casey Tse
	2A	Kayla Chau
	2B	Kelly Tse
	2D	Lisa Kam
	2D	Natasha Lee
	3B	Agnes Yau
	4B	Lindsay Li
	4B	Connie Wong
	4C	Grace Li

DigiGear
第二屆生成式 AI 藝術創作大賽 《點語成丹青》2025 「詩韻躍然」

初中組優異獎	3A	Susan Xu

Hong Kong Schools Music and Speech Association
The 78th Hong Kong Schools Music Festival

Silver Award	Secondary School Choir – Foreign Language – Girls – Second Division - Senior		
Bronze Award	Recorder Band – Secondary School		
Silver Award	Cello Solo – Intermediate	1D	Kaylie Lam
	Flute Solo – Junior	1C	Kassy Yuen
	Graded Piano Solo – Grade Four	1A	Thea Wong
	Graded Piano Solo – Grade Four	5D	Summi Li
	Graded Piano Solo – Grade Five	1B	Jodie Poon
	Graded Piano Solo – Grade Eight	1D	Kaylie Lam
	Graded Piano Solo – Grade Eight	5A	Alice Leung
	Descant Recorder Solo – Age 14 or under	1C	Kassy Yuen
	Female Voice Duet – Age 19 or under	3A	Angela Wu
	Female Voice Duet – Age 19 or under	4D	Debby Lui
	Female Voice Duet – Age 19 or under	4D	Angel Wong
	Female Voice Duet – Age 19 or under	5D	Katie Li
	Recorder Duet – Age 14 or under	3B	Athena Leung
	Recorder Duet – Age 14 or under	3D	Mini Wei
	Treble Recorder Solo – Age 13 or under	2A	Hazal Chan
	Treble Recorder Solo – Age 13 or under	2B	Jessie So
	Treble Recorder Solo – Age 16 or under	3B	Athena Leung
	Vocal Solo – Foreign Language – Female Voice – Secondary School – Age 14 or under	3B	Gianna Li
Bronze Award	Graded Piano Solo – Grade Five	2C	Jessica Mau
	Graded Piano Solo – Grade Eight	2A	Ashley Tsang
	Graded Piano Solo – Grade Eight	4B	Haidee Hui
	Descant Recorder Solo – Age 14 or under	2A	Cheris Lau
	Descant Recorder Solo – Age 14 or under	2B	Vincy Law
	Descant Recorder Solo – Age 14 or under	2D	Angel Chan
	Descant Recorder Solo – Age 14 or under	2D	Camilla Choy
	Female Voice Duet – Age 14 or under	2D	Angel Chan
	Female Voice Duet – Age 14 or under	2D	Camilla Choy
	Piano Duet – Senior	4B	Haidee Hui
	Piano Duet – Senior	5A	Alice Leung
	Recorder Duet – Age 19 or under	3D	Shannon Chan
	Recorder Duet – Age 19 or under	4B	Trinity Wong
	Treble Recorder Solo – Age 13 or under	1A	Sophia Yau
	Treble Recorder Solo – Age 13 or under	1B	Elizabeth Wong
	Treble Recorder Solo – Age 13 or under	1C	Hailey Chua
	Treble Recorder Solo – Age 16 or under	4B	Trinity Wong
	Vocal Solo – Foreign Language – Female Voice – Secondary School – Age 14 or under	1A	Liz Yeung

	Vocal Solo – Foreign Language – Female Voice – Secondary School – Age 14 or under	1C	Charlotte Szeto
	Vocal Solo – Foreign Language – Female Voice – Secondary School – Age 14 or under	1D	Muji Au
	Vocal Solo – Foreign Language – Female Voice – Secondary School – Age 16 or under	3D	Mavis Chan
	Vocal Solo – Foreign Language – Female Voice – Secondary School – Age 16 or under	4C	Bevin Au
	Vocal Solo – Foreign Language – Alto – Secondary School – Age 19 or under	5D	Katie Li
金獎 (季軍)	箏獨奏 - 高級組	4D	Minnie Wang
銀獎 (季軍)	聲樂獨唱 - 中文 - 女聲 - 中學 - 16 歲或以下	3A	Angela Wu
銀獎	琵琶獨奏 - 中級組	4A	Vivian Chen
	琵琶獨奏 - 初級組	3A	Athena Chan
	箏獨奏 - 初級組	1A	Aylicia Chan
	箏獨奏 - 中級組	1C	Angelina Cheung
	箏獨奏 - 高級組	3A	Christy Huang
銅獎	二胡獨奏 - 高級組	3C	Hailey Lee
	揚琴獨奏 - 初級組	4C	Kiki Lam
	琵琶獨奏 - 中級組	4B	Kate Huang
	聲樂獨唱 - 中文 - 女聲 - 中學 - 14 歲或以下	2B	Katie Cheung
	聲樂獨唱 - 中文 - 女聲 - 中學 - 14 歲或以下	3C	Winnie Qiu
Silver Award	Recorder Ensemble	1A	Sophia Yau
		1B	Eliza Beth Wong
		1C	Hailey Chua
		1C	Kassy Yuen
		2A	Cheris Lau
		2A	Chelsie Wan
		2D	Angel Chan
		2D	Camilla Choy
		2D	Shannon Chan

Hong Kong Joint School Music Association
Joint School Music Competition 2026

Gold Award	Cello Solo – Intermediate	1D	Kaylie Lam
	Piano Solo – Senior	1D	Kaylie Lam
	Graded Piano Solo – Grade Four	1A	Thea Wong
金獎	中學中樂(古箏)獨奏 - 高級組	4D	Minnie Wang
	中學中樂(古箏)獨奏 - 高級組	3A	Christy Huang
Silver Award	Piano Solo – Senior	5A	Alice Leung
Gold Award	Secondary Junior Choir		
	Pop Band - Secondary		
Bronze Award	Symphony Orchestra Competition		
銅獎	中樂團 (中學組)		

Hong Kong Joint School Music Association
Music Office of the Leisure and Cultural Services Department

銅獎	中樂團比賽

The Hong Kong Virtuoso Chorus
Hong Kong Inter-School Choral Festival 2026 Competition cum Masterclass (Choir Division)

Silver Award	Competition cum Masterclass (Choir Division) – Secondary School Junior Division

View Win Chinese Music International Exchange Association
The 6th VWCM Hong Kong Chinese Instrumental Contest

First Runner-up	Guzheng – Intermediate Solo	1C	Angelina Cheung
Second Runner-up	Guzheng – Senior Solo	4D	Minnie Wang
Silver Award	Guzheng – Junior Solo	1C	Angelina Cheung

Youth Arch Foundation
Youth Arch Student Improvement Award

2A	Zelia Ng	2B	Carmen Lin
2D	Angel Chan	3A	Eva Chan
3B	Hebe Lam	3B	Hester Ting
3C	Emily Law	4A	Nita Leung
4B	Kelly Wong	4C	Grace Li
4D	Winkie Lee	5A	Vanessa Chan
5B	Olivia Cheng	5C	Christy Wong
5D	Kinki Wong	6A	Nicole Chung
6B	Zoey Wu	6C	Angel Ng
6D	Hermes Leung		

The Schools Sports Federation of Hong Kong, China
Inter-School Badminton Competition (Division Three, Kowloon One)

Girls Overall Second Runner-up	Grade A	6D	Sara Hung
	Grade B	3A	Janet Yu
	Grade B	3B	Ally Hui
	Grade B	3D	Cici Chung
	Grade B	3D	Hebe Yu
	Grade B	4A	Belle Ng
	Grade B	4B	Hilda Chow
	Grade B	4B	Bobo Lee
	Grade C	1A	Chloe Cheung
	Grade C	1A	Vicky Li
	Grade C	1B	Summer Li
	Grade C	1D	Yanni Kwong
	Grade C	2B	Kristin Lau
	Grade C	2B	Carmen Lin
	Grade C	2B	Joey Miu
	Grade C	2C	Ann Yeung
	Grade C	2D	Grace Chan
Second Runner-up	Grade B	3A	Janet Yu
		3B	Ally Hui
		3D	Cici Chung
		3D	Hebe Yu
		4A	Belle Ng
		4B	Hilda Cho
		4B	Bobo Lee
Fifth Place	Grade C	1A	Chloe Cheung
		1A	Vicky Li
		1B	Summer Li
		1D	Yanni Kwong
		2B	Kristin Lau
		2B	Carmen Lin
		2B	Joey Miu
		2C	Anne Yeung
		2D	Grace Chan

The Schools Sports Federation of Hong Kong, China
Inter-School Athletics Competition, C Grade (Division Three, Area 1)

Second Runner-up	100 m	2A	Vivian Chen
	400 m	2D	Candy Leung
Third Runner-up	Long Jump	2A	Vivian Chen
Third Runner-up	Shot Put	2B	Kelly Lin
Third Runner-up	400m	2C	Cecilia Chau
Third Runner-up	4 × 100m	1B	Hailey Cheng
		1D	Wendy Lui
		1D	Zoie Wong
		2A	Vivian Chen

愉園體育會
2026 香港青少年田徑分齡賽 **(四)**

Champion	4 × 100m	4A	Rosy Liu
		4C	Joey Lam
		4D	Sally Tsoi
		4D	Miku Tsui
Second Runner-up	4 × 100m	1D	Wendy Lui
		2A	Vivian Chen
		2C	Cecilia Chau
		2D	Candy Leung

西貢區體育會
西貢區青少年分齡田徑錦標賽 **2026**

Champion	4 × 100m	1B	Donna Yung
		1D	Wendy Lui
		2C	Cecilia Chau
		2D	Candy Leung
First Runner-up	400m	2D	Candy Leung
Third Runner-up	Shot Put	1B	Donna Yung
Third Runner-up	Shot Put	1D	Amber Liang

Appendix 2

Tak Oi Secondary School
Capacity Enhancement Grant (CEG)
Report of spending for the school year 2025/26

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK$
School Development	1. To relieve teachers' workload	To employ clerical officers to support on student activities and career affairs to teachers	September 2025 – August 2026	Salary including MPF : $593,974.50
				Total : 593,974.50

Appendix 3

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

	Area	Actual Expenses HK$
1.	Procuring and/or subscribing to learning resources	3,617.60
2.	Hiring Putonghua speaking instructors or non-teaching supporting staff outside the permanent staff establishment	32,600
3.	Purchasing services related to learning and teaching	19,600
4.	Others	--
		Total : 55,817.60

Appendix 4

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

	Area	Actual Expenses HK$
5.	Procuring and/or subscribing to learning resources	669.20
6.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	20,000
7.	Pruchasing services related to learning and teaching	5,500
8.	Others - The HK Federation of Youth Groups English Public Speaking Contest application fee	240
		Total : 26,409.20

Appendix 5

Tak Oi Secondary School
Pilot Scheme on Other Languages for Junior Secondary Students (1st Round)
Progress Report (2025/26 school year)

Implementation details of the other languages (OL) course(s) offered in the 2025/26 school year

1. Details of OL course(s)											
Language	**Number of junior secondary students at each level**						*Please enter A, B or C (You may enter more than one option.)*		**Per student**	
							Class schedule A. Within timetable B. After school C. Weekend	**Delivery mode** A. Online B. On school campus C. Off school campus	**Number of learning hours (hour)**	**Average course fee ($)**
(i) Arabic	S1		S2		S3					
(ii) French	S1		S2	40	S3		A	B	8.00	$ 38,400.00
(iii) German	S1		S2		S3					
(iv) Japanese	S1		S2	40	S3		A	B	8.00	$ 18,360.00
(v) Korean	S1		S2		S3					
(vi) Russian	S1		S2		S3					
(vii) Spanish	S1		S2		S3					
(viii) Urdu	S1		S2		S3					
Total number of students	80						**(I) Total amount of course fee ($)**			**$ 56,760.00**

2. *Other expenditures on purchasing learning and teaching materials *The expenditures on purchasing learning and teaching materials specifically designed for the OL course(s) covered under this Pilot Scheme **MUST NOT** equal to or exceed the total amount spent on hiring external services to conduct OL course(s).		
Item	**Quantity**	**Amount ($)**
(i) Textbook	40	$ 4,620.00
(ii) Workbook		
(II) Total amount of other expenditures ($)		**$ 4,620.00**
3. Total amount of expenditures ($)		**$ 61,380.00**
		(I) + (II)
4. Unspent balance as at 31 August 2026 ($)		**$ 188,620.00**

Appendix 6

Tak Oi Secondary School

One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools

Report 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	7,846
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	57,252.71
6.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	--
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	--
		Total : 65,098.71

Appendix 7

Tak Oi Secondary School
One-off Grant on Parent Education (Secondary)
Report of spending for the school year 2025/26

	Area	Actual Expenses HK$
1.	Organising structured or thematic parent education programmes • Total expenditure on services provided by organizations • Total expenditure on services provided by individual speakers or experts	13,000
2.	Designing and producing school-based parent education resources	19,800
3.	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	7,413
4.	Others	--
		Total : 40,213.00

Appendix 8

德愛中學
2025/26 學年「大灣區職涯探索之旅」津貼運用報告

1. 本校已運用「大灣區職涯探索之旅」津貼作以下用途：

	實際開支金額 ($)
自行籌劃與大灣區職業生涯探索相關的考察活動 (活動日期：2026 年 1 月 22 日至 2026 年 1 月 24 日)	**$110,782.40**
參加由「商校合作計劃」機構伙伴安排的「大灣區職涯探索之旅」活動 (活動日期：__年__月__日至__年__月__日 編號：_____)	/
其他（請註明）：	/
總開支金額	**$110,782.40**
津貼餘款	**$4,217.60**

2. 到訪大灣區城市：

☐ 廣州 ☐ 深圳 ☑ 珠海 ☐ 佛山 ☐ 惠州 ☐ 東莞

☐ 中山 ☐ 江門 ☐ 肇慶 ☑ 澳門特別行政區

3. 參加人數：

☑ 中四學生 18 人 ☑ 中五學生 12 人 ☐ 中六學生 0 人

☑ 教師 4 人 ☑ 其他校長(請註明)1 人

4. 截至 **2027** 年 **8** 月 **31** 日為止，「大灣區職涯探索之旅」津貼

☑ 已全數用完

☐ 尚有餘款，須退回教育局的款額 元。[資助、按位津貼及直資學校適用]

☐ 尚有餘款 元，將予以取消。[官立學校適用]

（請於適當空格內加上「✓」號）

Appendix 9

德愛中學

2025/26 學年「大灣區職涯探索之旅」計劃報告

第一部分：活動詳情

1.	**活動模式**	自行籌辦與大灣區職業生涯探索相關的校本考察活動	
2.	**到訪大灣區城市**	澳門特別行政區及 珠海	
3.	**活動日期**	2026 年 1 月 22 日至 2026 年 1 月 24 日	
4.	**參加人數**	中四學生 18 人 中五學生 12 人 中六學生 0 人 教師 4 人 校長 1 人	
5.	**參訪的行業／企業**	**機構/ 企業/ 景點**	**相關行業**
		澳門旅遊大學	旅遊業、酒店業、餐飲及款待業
		澳門大三巴牌坊	旅遊業
		澳門黑沙海灘、橫琴芒洲濕地公園	生態旅遊業
		橫琴國家地理探索中心	高新科技娛樂業

第二部分：財政報告

開支	**開支金額 (元)**
考察團團費(包括交通、住宿及膳食)（每位HK$2,150元）-- $2,150*34+640	$73,740.00
考察活動 (澳門旅遊大學研學活動)	$31,720.00
訂製團衣 (每位HK$154) – HK$154*34	$5,236.00
學習小冊子影印費	$86.40
總開支金額	**$110,782.40**

收入	**收入金額(元)**
津貼（2025/26學年）：大灣區職涯探索之旅」津貼	100,000.00
其他：收取學生費用 (每位$500/ 位) – $500*30	15,000.00
總收入金額	**115,000.00**

第三部分：成效檢討

1. 考察活動預期目標：

- 透過參觀澳門或珠海市區深化學生對城市規劃及旅遊業發展的認識
- 參觀澳門旅遊大學，掌握餐飲及款待業的最新趨勢與前景
- 透過西餐餐桌禮儀體驗，提升學生對餐飲業的理解及社交場合應對能力
- 參觀自然景觀與生態旅遊地點，認識兩地之生態旅遊發展
- 並透過體驗活動了解自然地理及高新娛樂科技對旅遊與娛樂業的影響

2. 考察活動達到的成效：

- 參觀澳門市區、主要旅遊景點、橫琴粵澳深度合作區規劃建設博物館及國家方志館大灣區分館，使學生了解澳門與珠海的主要城市規劃要點（如交通、用地分配與旅遊商圈），並認識兩地的發展方向與機遇。
- 參觀澳門旅遊大學及其教學酒店，讓學生深入了解酒店與餐飲業的營運模式，掌握業界發展機會，並認識從業所需的關鍵能力與素質。
- 在澳門旅遊大學教學餐廳完成西餐禮儀體驗後，學生能正確示範基本餐桌禮儀（包括餐具擺放、用餐順序與餐前／餐中禮節），並在餐飲場合中自信應對。
- 參觀澳門黑沙海灘與橫琴芒洲濕地公園，提升學生對當地生態與海岸地貌的認識，並理解城市發展對自然環境與生態旅遊的影響。
- 在國家地理探索中心參與體驗活動，增進學生對科技應用的理解，並示例說明高新娛樂科技（如 AR/VR 導覽、智慧導覽系統）在旅遊與娛樂業的實際應用與效益。

3. 考察活動可以改善或繼續推展的地方：

- 強化體驗式學習：除西餐餐桌禮儀體驗外，建議安排學生於澳門旅遊大學之教學酒店參與崗位實務觀摩與輪值體驗，以了解酒店不同職務之工作內容與所需技能，並提升職場適應力與實務理解。
- 於校內推廣餐桌禮儀：建議由參訪學生製作海報或小冊子，在校內宣導餐桌禮儀，將學習內容向全校擴散，促進禮儀內化為日常行為，並強化學生之職場軟實力（儀態、社交禮節與溝通能力），以提升就業競爭力。
- 加強與業界人士交流：於每場參訪（如澳門旅遊大學及其教學酒店、國家地理探索中心等）安排業界從業者進行經驗分享與座談，或設置問答與小型訪談環節，促進學生與業界直接互動，使學生更全面理解產業現況並掌握實習與就業資訊。

4. 其他觀察(如有)：

/

Appendix 10

德愛中學

2025/26 學年「推廣中華文化體驗活動一筆過津貼」運用報告

	範疇	實際開支金額 HK$
1.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	31,028.60
2.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	--
3.	舉辦或資助學生參加本地文化考察或參觀活動	--
4.	發展有關中華文化的課程	--
5.	採購及發展中華文化學與教資源	19,130
6.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	--
7.	其他（請註明）：	--
		總開支金額 ：50,158.60

Appendix 11

Tak Oi Secondary School
Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students (NCS)
Report of spending for the school year 2025/26

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK$
Support NCS students in learning Chinese	1. To relieve the workload of teachers in teaching Chinese Language to NCS students	To hire contract teacher to provide intensive program on learning Chinese Language for NCS students	September 2025 – August 2026	Salary including MPF : 833,205
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese	September 2025 – August 2026	Actual expenses : $44,532
				Total: 877,737

Appendix 12

Tak Oi Secondary School
Learning and Support Grant (LSG)
Report of spending for the school year 2025/26

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK$
Support students in special education needs	1. To cater for the care and special education needs of the students	To employ student counsellor to take care of the students in classroom learning and daily school life	September 2025 – August 2026	Salary including MPF : $105,000
	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 including speech therapy service, psychological service and after school caring to students		Actual expenses : $351,990
				Total: 456,990

Appendix 13

Tak Oi Secondary School
School-based After-school Learning and Support Programmes (SBG)
Report of spending for the school year 2025/26

	Name of Programme	Departments/ Teams	Participants	Time Scale	Amount of spending HK$
1	Enhancement classes	English	S2	8 Oct 2025 – 11 May 2026	10,200.00
2	English Phonics training classes	English	S1	24 Sep 2025 – 26 Nov 2025	2,520.00
3	Tutorial classes	Mathematics	S2-S3	1 Nov 2025 – 27 May 2026	5,760.00
				Total	**18,480.00**

Appendix 14

Tak Oi Secondary School
School-based After-school Learning and Support Programme (SBG)
2025/26
Evaluation Report

Subject Departments / Teams / ECA Groups	Name of Programme	No. of disadvantaged students	Evaluation (Effectiveness of the programme, including students' learning and affective outcomes)
English	S2 Enhancement Classes	11	Students were punctual to the lessons. They tried to respond to questions raised by the tutors.
English	S1 Enhancement Classes	7	It was effective for those who attended the sessions. However, many students could not attend some of these sessions due to scheduling conflicts with detention classes.
Mathematics	S2-S3 Tutorial classes	14	Students have improved their learning abilities.

Appendix 15

Tak Oi Secondary School
Teacher Relief Grant (TRG)
Report of spending for the school year 2025/26

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK$
Curriculum Development	1. To facilitate the curriculum development and enhance the efficient use of the manpower resources	To employ contract teachers to enhance learning and teaching	September 2025 – August 2026	Salary including MPF : $5,901,099.44
	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 : $44,682
				Total : 5,945,781.44

Appendix 16

Tak Oi Secondary School
"AI for Science Education" Funding Programme Interim Report on the Use of Funding (2024/25 to 2025/26 school year)

1. As at 31 August 2026, our school has used the funding on the following items:

Expenditure Items (as at 31 August 2026)	Expenditures HK$
Item (i) ➢ Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching • The number of teachers who enrolled in training course(s) is (1) • The number of training courses in which teacher(s) was/were enrolled is (1) ➢ Information of the short courses taken • Are the courses arranged for teachers organised by the course providers listed in the "Information of the training courses" section of Annex 2 in EDBCM No. 227/2024? [Link: https://www.edb.gov.hk/aiforsci] ☑Yes ☐ No (Please specify the reason.)_____	12,000
Item (ii) **Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching** • The number of support programmes launched is (1) (Remark: The funding amount for the support programme shall not exceed $50,000.)	49,500
Total:	**61,500**

2. As at 31 August 2026, the ‘’AI for Science Education" funding
   ☐ has been fully spent.
   ☑ has an unspent balance of $38,500

3. As at 31 August 2026, the progress of the items that our school is required to complete is as follows:

Items to be completed by school	Progress (as at 31 August2026)	
Develop at least two teaching examples or sets of resources with the application of AI in Science	☐ Completed	☑ In preparation
Conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school)	☐ Completed	☑ In preparation
Conduct at least one experience sharing session (within or outside the school)	☐ Completed	☑ In preparation

Appendix 17

Tak Oi Secondary School
Report on the Use of the Promotion of Reading Grant
2025/26 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. Loan of Books
      i. Total book checkouts reached 3,114 in 2025–2026, circulation remained steady and satisfactory overall. This solid baseline confirms that continuous investment in book procurement successfully maintained strong student reading habits across the school.

   b. Student Attitude
      i. S1-S3: Exhibited high enthusiasm, active participation, and positive attitudes when reading was tied directly to interactive classroom tasks (e.g., Read-Think-Talk Programme, Rac Programme, Author Talk, etc.).
      ii. S4–S5 Cohorts: Showed a mature, goal-oriented reading attitude, actively utilizing newly purchased reference books and literature to support their Chinese and English SBA project requirements.

   c. Engagement in Reading Activities
      i. The Reading Week Challenge (Christmas & World Book Day) and the Book Exhibition held alongside Parents' Day drew high student participation. Guest author talks (Albert Tam, Reena Bhojwani and Ah KIU) also achieved high student engagement and critical thinking.

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. Curriculum-Aligned Book Procurement:

i. The budget was directly allocated toward purchasing books integrated into classroom instruction (such as 'Read-Think-Talk' sessions and S4–S5 Chinese and English SBA projects) and library thematic displays. This strategy was highly effective, yielding high circulation per book purchased by connecting acquisitions directly to student activities.

b. Thematic Book Displays & Author Talks:

i. The budget was allocated toward acquiring targeted book stock for in-library thematic displays (e.g., Detective Fiction) and hosting guest speaker events featuring authors Albert Tam, Reena Bhojwani, and Ah KIU. This strategy successfully expanded students' reading interests, stimulated critical thinking, increased library foot traffic, and generated immediate borrowing spikes for featured genres.

c. Book Exhibition:

i. The annual book exhibition was organized in conjunction with Parents' Day and combined with scheduled language lesson visits. This strategy was highly effective in boosting student book purchases, encouraging parental involvement, and integrating reading directly into scheduled class times.

Part 2: Financial Report

	Item*	Actual expenses ($)
1.	Purchase of Books	$ 50,205.29
	☑ Printed books	
	☐ e-Books	
2.	Web-based Reading Schemes	$ 0.00
	☐ e-Read Scheme	
	☐ Other scheme：_____	
3.	Reading Activities	$18,900.00
	☑ Hiring writers, professional storytellers, etc. to conduct talks	
	☑ Hire of service from external service providers to organise student activities related to the promotion of reading	
	☐ Paying the application fees for activities and competitions related to the promotion of reading	
	☐ Subsidising students for their participation in and application for reading related activities or courses	
4.	Other： ➢ Buying the materials for reading activities and school reading scheme ➢ Gift for encouraging students to participate reading activities ➢ Printing for school reading program booklet	$509.00
	Total:	**$ 69,614.29**
	Unspent Balance:	**$ 60,258.21**

* Please tick the appropriate boxes or provide details.

Appendix 18

Tak Oi Secondary School
Diversity Learning Grant (DLG)
Report of spending for the school year 2025/26

	Name of Programme	Objective	Target	Time Scale	Subject	Deliverables	Evaluation	Expenditure HK$
1	Coach fee for S5 students of Tourism & Hospitality Studies	-	S5	2025/11/3	Tourism & Hospitality Studies	-	-	650.00
2	Tutor fee for conducting S5 1st term Mathematics EE class	Enhance students' ability in learning Mathematics	S5	2025/10/30-11/27	Mathematics	Students' feedback & Teachers' observation	Students have better performance in Examination	1,920.00
3	Subsidy 80% for the programme fee of the student - S6D Leung Yuen Shan, Hermes joined the Summer programme- Bonding in Organic Compounds, and Reactivity and Selectivity of Organic Reactions conducted by The Chinese University of Hong Kong from 2025/7-2025/8	To enhance students' understanding of chemistry and the studies of chemistry in universities	S6	2025/7/28-8/6	Career and Life Planning Team	Completion of the activity	The course enhances students' basic understanding of the bonding and structures of organic molecules and ions, as well as their influence on the molecular properties of organic compounds and the reactivity and selectivity of certain organic reactions. She is increasingly interested and determined to pursue further studies in Chemistry.	2,560.00

	Name of Programme	Objective	Target	Time Scale	Subject	Deliverables	Evaluation	Expenditure HK$
4	Subsidy 80% for the programme fee of the student - S5D Choi Wing Kiu joined the Summer programme-Essentials of Organic Chemistry conducted by The Chinese University of Hong Kong in August 2025	To enhance students' knowledge in science as well as facilitate students' future study and career planning in related scientific fields.	S5	2026/8/18-8/22	Career and Life Planning Team	Completion of the activity	The program allows students to experience university-level science and enhances their understanding of the opportunities in the field.	2,880.00
5	Subsidy 80% for the programme fee of the student - S5D Huang Zhi En joined the Summer programme-Essentials of Organic Chemistry conducted by The Chinese University of Hong Kong in August 2025	To enhance students' knowledge in science as well as facilitate students' future study and career planning in related scientific fields	S5	2025/8/18-8/22	Career and Life Planning Team	Completion of the activity	The program allows students to experience university-level science and enhances their understanding of the opportunities in the field.	2,880.00
6	Subsidy 80% for the programme fee of the student - S5D Guo Hiu Wing Winnie joined the Summer programme-Risk Management and	To enhance students' knowledge in science as well as facilitate students' future study and career planning in	S5	2025/7/29 - 8/15	Career and Life Planning Team	Completion of the activity	The program allows students to experience university-level science and enhances their understanding of the opportunities in the field.	3,360.00

	Name of Programme	Objective	Target	Time Scale	Subject	Deliverables	Evaluation	Expenditure HK$
	Actuarial Science conducted by The Chinese University of Hong Kong in August 2025	related scientific fields						
7	Subsidy 80% for the programme fee of the student - S5D So Lok Yee joined the Summer programme-Ocean of Insight and Beauty conducted by The Chinese University of Hong Kong in July 2025	To enhance students' knowledge in science as well as facilitate students' future study and career planning in related scientific fields.	S5	2025/7/14-7/25	Career and Life Planning Team	Completion of the activity	The program allows students to experience university-level science and enhances their understanding of the opportunities in the field.	1,440.00
8	Subsidy 80% for the programme fee of the student - S5D Poon Ching Yue joined the Summer programme-Ocean of Insight and Beauty conducted by The Chinese University of Hong Kong in July 2025	To enhance students' knowledge in science as well as facilitate students' future study and career planning in related scientific fields	S5	2025/7/14-7/25	Career and Life Planning Team	Completion of the activity	The program allows students to experience university-level science and enhances their understanding of the opportunities in the field.	2,880.00
9	Subsidy 80% for the programme fee of the student - S5D Ng Yuet Ying joined the Summer	To enhance students' knowledge in science as well as facilitate	S5	2025/8/18-8/22	Career and Life Planning Team	Completion of the activity	The program allows students to experience university-level science and enhances their	3,040.00

	Name of Programme	Objective	Target	Time Scale	Subject	Deliverables	Evaluation	Expenditure HK$
	programme-Discovering the Universe conducted by The Chinese University of Hong Kong in July 2025	students' future study and career planning in related scientific fields.					understanding of the opportunities in the field.	
10	Tutor fee for conducting S6 Chinese History EE class	提升應試技巧	S6	2025/9/26-11/28	Chinese History	Completion of the activity	增強應試技巧	3,150.00
11	Subsidy 80% ($1500x80%) for the programme fee of the students joined the Summer programme-Elite Learning Programme for Fintech Course conducted by The Hong Kong Polytechnic University	To enhance students' knowledge in business and accounting as well as facilitate students' future study and career planning in related commercial fields.	S4-S6	2025/8/5-8/11	BAFS	Completion of the activity	The program allows students to experience university-level business and accounting and enhances their understanding of the opportunities in the field.	6,000.00
12	Tutorial fee for conducting S5 DSE English enhancement program	To provide support to students with weaker English foundation in terms of reading, listening and	S5	2025/10/8-11/19	English	Test	Students were punctual to the lessons. They tried to respond to questions raised by the tutors.	5,700.00

	Name of Programme	Objective	Target	Time Scale	Subject	Deliverables	Evaluation	Expenditure HK$
		grammar aspects.						
13	Tutor fee for S6 Chinese Language Enrichment Class	Prepare S6 students for DSE	S6	2025/9/19-2026/1/12	Chinese Language	Teacher observation, questionnaire	All students found the writing guidance specific and effective in improving their writing performance, with particularly notable results in prompt analysis and thesis development.	8,575.00
14	Tutor fee for conducting S4 Mathematics EE class	Enhance students' ability in learning Mathematics	S4	2026 May	Mathematics	Students' feedback & Teachers' observation	Students have improved their learning abilities	2,880.00
15	Tutorial fee for conducting S5 DSE English enhancement program	To provide support to students with weaker English foundation in terms of reading, listening and grammar aspects.	S5	2026/2/9-5/11	English	Test	Students were punctual to the lessons. They tried to respond to questions raised by the tutors.	5,700.00
16	Subsidy 80% ($2240 x 80%) for the programme fee of the student - S4D Chan Cheuk Lam joined the programme- Exploring Medical Science in Your Life	To enhance students' understanding of medical science and the studies of medical science in universities	S4	2026/4/18 &4/25	Career and Life Planning Team	Completion of the activity	The course enhances students' basic understanding of the process of drug research and development and clinical trials as well as the relationship between gut microbiota and health. She is increasingly	1,792.00

	Name of Programme	Objective	Target	Time Scale	Subject	Deliverables	Evaluation	Expenditure HK$
	conducted by The Chinese University of Hong Kong)						interested and determined to pursue further studies in Medical Science.	
17	Subsidy 80% ($3960 x 80%) for the programme fee of the student - S5D Choi Wing Kiu joined the programme- Introduction to Number Theory conducted by The Chinese University of Hong Kong	To enhance students' understanding of mathematical theories and the studies of mathematics in universities	S5	2026/4/11, 4/18 & 4/25	Career and Life Planning Team	Completion of the activity	The course enhances students' basic understanding of Euclidean algorithm, Euler's theorem, Wilson's theorem. She is increasingly interested and determined to pursue further studies in Mathematics.	3,168.00
18	Mindful yoga service payment for S5 students	To strengthen the stress management capacity of S5 & S6 students and to ease the chronic physical pain of their bodies	S5	2026/4/27-6/3	Guidance Team	Students' feedback & Teachers' observation	The feedback of the S5 & S6 students, and PE teachers was very positive, they found that yoga could help them stretches the tense muscles, relieve muscle pain and stress.	3,600.00
							Total	**62,175.00**

Appendix 19

Tak Oi Secondary School
Life-wide Learning Grant
Report on the Use of the Grant for the school year 2025-2026

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
				Students	Teachers	School Manage-ment	Others				
1.1	**Local Activities** (including online exchanges)										
1	Tutor fee for Aesthetics Club	2025/10/13-2026/4/20	To organize Co-curriculum activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes	S2-S4 (25)	-	-	-	$6,250.00	-	E5 Observation	Fully achieved
2	Tutor fee for Athletics Team trainings & competitions	2025/9/10-2026/8/26		S1-S6 (28)	-	-	-	$33,180.00	-	E6 Written report and record	Fully achieved
3	Tutor fee for Badminton Team Trainings & competitions	2025/9/1-2026/4/30		S1-S6 (24)	-	-	-	$31,490.00	-	E6 Written report and record	Fully achieved
4	Tutor fee for Basketball Team Trainings & competitions	2025/9/1-2026/7/31		S1-S6 (28)	-	-	-	$51,095.00	-	E6 Written report and record	Fully achieved
5	Tutor fee of Table Tennis Team trainings & competitions	2025/9/12-2026/6/20		S1-S6 (20)	-	-	-	$15,810.00	-	E6 Written report and record	Fully achieved
6	Tutor fee of Volleyball Team trainings & competitions	2025/9/10-2026/8/28		S1-S5 (28)	-	-	-	$35,025.00	-	E6 Written report and record	Fully achieved
7	Entry fee for external School Sports Team competitions	2025/9/1-2026/8/31		S1-S5 (128)	-	-	-	$3,990.00	-	E6 Written report and record	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
				Students	Teachers	School Manage -ment	Others				
8	Tutor fee for dance lessons and competitions	2025/10/3-2026/6/29		S1-S4 (13)	-	-	-	$18,264.00	-	E5 Observation	Fully achieved
9	Supply of pins and badges for Digital Media Student Team	2026/4/25		S1-S6 (11)	-	-	-	$1,060.71	-	E5 Observation	Mostly achieved
10	Tutor fee for Chinese debate courses and competition entry fee	2025/10/10-2026/7/11		S2-S4 (11)	-	-	-	$17,343.10	-	E6 Written report and record	Mostly achieved
11	Annual membership fee and expenses for Girl Guides activities	2025/11/14-2026/7/2		S1-S5 (19)	-	-	-	$2,109.80	-	E5 Observation	Mostly achieved
12	Supply of pins and badges for Greening Ambassador Team	2025/10/14		S1-S6	-	-	-	$1,525.00	-	E5 Observation	Fully achieved
13	Tutor fee for Korean lessons	2025/10/5-2026/4/24		S2-S3 (19)	-	-	-	$10,232.00	-	E6 Written report and record	Fully achieved
14	Materials fee for Red Cross activities	2025/11/12-2026/1/8		S1-S4 (22)	-	-	-	$148.00	-	E5 Observation	Fully achieved
15	Coach fee for Stage Performance Team training	2025/10/4-2026/2/27		S2-S5 (13)	-	-	-	$38,369.20	-	E6 Written report and record	Mostly achieved
16	Tutor fee for STEM club	2025/10/10-2026/4/24		S2-S5 (11)	-	-	-	$9,758.00	-	E5 Observation	Mostly achieved
17	Tutor fee for Chinese Instrumental classes including	2025/10/5-2026/7/8		S1-S4 (28)	-	-	-	$86,804.00	-	E6 Written report and record	Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
				Students	Teachers	School Manage -ment	Others				
	Dizi, Guzheng, Pipa, Yangqin, Liuqin										
18	Tutor fee for Chinese Orchestra lessons	2025/10/5-2026/7/8		S1-S5 (32)	-	-	-	$21,812.80	-	E6 Written report and record	Fully achieved
19	Tutor fee for Choir classess	2025/10/5-2026/7/8		S1-S5 (63)	-	-	-	$39,674.00	-	E5 Observation	Fully achieved
20	Tutor fee for Clarinet classess	2025/10/5-2026/7/8		S1-S3 (2)	-	-	-	$3,800.00	-	E6 Written report and record	Mostly achieved
21	Tutor fee for Recorder classess	2025/10/5-2026/7/8		S1-S4 (22)	-	-	-	$26,902.00	-	E5 Observation	Fully achieved
22	Tutor fee for Violin classess	2025/10/5-2026/7/8	To organize Co-curriculum activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes	S1-S4 (13)	-	-	-	$21,983.60	-	E5 Observation	Mostly achieved
23	Entry and competition fee for Hong Kong Schools Music Festival	2025/10/1-2026/3/31		S1-S6 (183)	-	-	-	$11,440.00	-	E6 Written report and record	Mostly achieved
24	Entry and competition fee for Joint School Music Competition and external competitions	2025/10/1-2026/5/2		S1-S6 (127)	-	-	-	$13,484.03	-	E6 Written report and record	Mostly achieved
25	Service fee, training fee and materials supplied for 2025 Musical "Dear Edwina Jr"	2025/9/1-2025/10/31		S1-S6 (150)	-	-	-	$500,000.00	-	E2 School Meeting and Discussion	Fully achieved
26	Royalty for 2027 Musical "Once on this Island"	2025/8/31		S1-S4 (100)	-	-	-	$17,695.97	-	E2 School Meeting and Discussion	Mostly achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
				Students	Teachers	School Manage-ment	Others				
27	Path to God's Love and Beauty Study Tour to France & Spain	2026/3/5		S1-S5 (32)	-	-	-	$239,177.45	-	E6 Written report and record	Fully achieved
28	Guidance Team - Fee for conducting Self-Management workshops	2025/11/11-2026/5/20	To organize diversified life-wide learning activities and workshops to promote student mental health and enhance positive values education	S1-S2 (14)	-	-	-	$9,460.00	-	E6 Written report and record	Mostly achieved
29	Guidance Team - Fee for conducting Sex Education talk	2025/10/16 & 2026/2/9		S1 & S3 (224)	-	-	-	$4,000.00	-	E5 Observation	Fully achieved
30	Guidance Team - Fee for conducting wellness & Stress Release workshops	2025/10/13 & 2026/4/24		S5 (107)	-	-	-	$13,990.00	-	E5 Observation	Fully achieved
31	Guidance Team - Fee for conducting mindfulness and movement workshop	2025/11/5		S4 (104)	-	-	-	$8,500.00	-	E6 Written report and record	Fully achieved
32	Guidance Team- Fee for conducting mindfulness and movement workshop	2026/1/21		S3 (101)	-	-	-	$4,950.00	-	E6 Written report and record	Fully achieved
33	Guidanc Team - Fee for conducting mindful yoga service	2025/10		S6 (91)	-	-	-	$6,465.00	-	E6 Written report and record	Fully achieved
34	Guidance Team - Fee for conducting Social Skill workshops	2026/1/14-1/22		S1 (5)	-	-	-	$4,730.00	-	E5 Observation	Mostly achieved
35	Guidance Team - Fee for conducting Narrative-based	2026/1/14-4/29		S3-S5 (24)	-	-	-	$6,000.00	-	E5 Observation	Mostly achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
				Students	Teachers	School Manage -ment	Others				
	Self-understanding group workshops										
36	Guidance Team - Fee for conducting personal colour workshops	2026/5/27		S5 (107)	-	-	-	$48,150.00	-	E5 Observation	Mostly achieved
37	Student Leadership & Interflow Development Team - Fee for conducting Stand-up comedy of positive education talk	2026/7/6	To foster teamwork and a sense of belonging, encourage students to take on leadership roles, helping them develop cooperation, accountability and confidence	S1-S5 (550)	-	-	-	$4,800.00	-	E5 Observation	Mostly achieved
38	Student Leadership & Interflow Development Team -Coach fee and leadership training camp fee	2025/9/11-9/13		S4 (104)	-	-	-	$60,120.00	-	E1 Questionnaire	Fully achieved
39	Student Leadership & Interflow Development Team -Coach fee and leadership training camp fee	2026/6/25		S2 (123)	-	-	-	$18,829.00	-	E1 Questionnaire	Fully achieved
40	Student Leadership & Interflow Development Team - Toss App and Toss Bud training activities	2025/11/8-2026/6/28		S2-S3	-	-	-	$60,553.69	-	E1 Questionnaire	Mostly achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
				Students	Teachers	School Manage -ment	Others				
41	Student Leadership & Interflow Development Team -Film appreciation	2026/6/26		S3 (101)	-	-	-	$8,745.00	-	E6 Written report and record	Mostly achieved
42	Coach fee for S1 Nature based curriculum ,S2 after school indigo project and S3 EC STEM	2025/9/1-2026/7/5		S1-S3 (151)	-	-	-	$36,606.00	-	E6 Written report and record	Fully achieved
43	Coach fee for Science and cultural workshop	2025/11/3		S2-S3 (10)	-	-	-	$1,614.00	-	E6 Written report and record	Fully achieved
44	Supply of materials for activities on Experimental Learning Days	2026/6/25-6/26		S1-S6 (660)	-	-	-	$1,057.20	-	E5 Observation	Mostly achieved
45	CLP Team - Transportation charges for the outing to VTC Youth College	2026/3/10	To enhance students' understanding of multiple career pathway	S3-S4 (100)	-	-	-	$2,560.00	-	E5 Observation	Mostly achieved
46	Training fee for the HK Mathematical Olympaid	2025/10/2-2026/1/29	To equip students with essential skills and techniques	S1-S2 (15)	-	-	-	$9,500.00	-	E5 Observation	Fully achieved
47	Supply of LED Blackboards	2026/8/20	To improve the school facilities to enhance the learning and teaching process	S1-S2 (152)	-	-	-	$135,000.00	-	E2 School Meeting and Discussion	Mostly achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s)	Evaluation Method^	Evaluation Results
				Students	Teachers	School Manage -ment	Others				
Total actual expenses of item 1.1								**$1,704,053.55**			
1.2	**<u>Non-local</u> Activities**										
1	Singapore study tour fee	2026/3/27-3/31	To provide opportunities for students to reach out to the world and broaden their horizons	S2-S5 (30)	4	-	-	$302,054.00	-	E5 Observation	Fully achieved
2	Beijing study tour fee	2026/3/27-3/31		S2-S5 (30)	5	-	-	$18,830.00	廣州二中	E1 Questionnaire	Fully achieved
3	Macau & Zhuhai study tour fee	2026/1/22-1/24		S5-S6 (30)	4	-	-	$2,150.00	-	E5 Observation	Fully achieved
4	Materials and prizes for "姊妹學校旅遊攻略創作大賽"	2026/7/13		S3 (8)	-	-	-	$800.00	廣州二中	E6 Written report and record	Fully achieved
Total actual expenses of item 1.2								**$323,834.00**			
Total actual expenses (sum of items 1.1 and 1.2)								**$2,027,887.55**			

<u>Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)</u>

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
Evaluation & Reflection	Students have diverse interests and needs in areas such as sports, music, arts, STEM, leadership, values education and mental well-being. They need more learning experiences beyond the classroom to develop their talents, confidence, teamwork, positive values and broaden their horizons.	The Grant aims to provide diversified life-wide learning opportunities that cater for students' interests and abilities, support whole-person development, enhance participation, nurture positive values, strengthen leadership and collaboration skills, and align with the seven learning goals.	The Grant was effectively used to support a wide range of activities, with most targets fully or mostly achieved. Activities helped students develop talents, confidence, teamwork and positive attitudes. To further optimise the use of the Grant, the school will continue to review students' needs, collect evaluation data, encourage wider participation, prioritise activities with strong learning impact, and strengthen student reflection and cross-curricular collaboration.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	The sister school exchange activities were meaningful and effective in broadening students' horizons and strengthening their understanding of Mainland culture and education. Students were able to learn through visits, sharing and creative activities. The school will continue to design diversified exchange activities with clearer learning themes to enhance students' participation and reflection.
2	**Time arrangement of the activity**	The time arrangement was generally appropriate and allowed students to participate smoothly. Activities were scheduled to minimise disruption to regular lessons. The school will continue to plan the schedule earlier and allow sufficient preparation and follow-up time for students and teachers.
3	**Organisation and arrangements of the activity**	The activities were well organised, with suitable arrangements for transportation, supervision and communication. Students were able to participate safely and meaningfully. The school will further strengthen coordination with the sister school and service providers to ensure smoother implementation.
4	**Others (Please specify)**	Overall, the activities achieved the expected outcomes and helped promote mutual understanding and friendship between students of both schools. The school will continue to collect feedback from students and teachers, encourage post-activity sharing, and explore more interactive exchange opportunities in the future.

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	-
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	-

* Our school confirms that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

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

Appendix 20

Tak Oi Secondary School
Report on the Use of the Student Activities Support Grant
2025-2026 School Year

I. Financial Overview

A	Allocation in the Current School Year:	$90,350.00
B	Expenditure in the Current School Year:	$22,525.20
C	Unspent Amount to be Returned to the EDB (A – B):	$67,824.80

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	$610.00
Full-grant under the School Textbook Assistance Scheme	13	$16,120.40
Meeting the school-based financially needy criteria	4	$5,794.80 (capped at 25% of the total allocation for the school year)
Total	**18**	**$22,525.20**

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✔ in the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Training for various musical instruments and vocal class, including choir, string ensemble, Chinese orchestra and violin class	Arts (Music)	15	$7,268.00	✓		✓		
2	Training for various sports activities, including athletics, badminton and table tennis	Physical Education	7	$2,680.00			✓		
3	Leadership training programmes to support students' growth and development, including communication, teamwork and decision-making	Leadership Training	2	$1,080.00	✓		✓		
4	Picnic to build moral and civic values through teamwork, sharing and respect	Moral, Civic and National Education	1	$38.00	✓		✓		
5	Students participated in speech and music performances and competitions to develop their confidence, creativity, presentation skills and appreciation of the arts. The activity also encouraged self-expression, discipline and teamwork.	English Language	5	$2,540.00	✓		✓		
Expenses for Category 1			**30**	**$13,606.00**					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✔ in the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	**V**alues Education	**P**hysical and Aesthetic Development	Community **S**ervice	**C**areer-related Experiences
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Students joined a study tour to Beijing to learn about Chinese history, culture and national development through visits to historical sites and cultural landmarks. The tour broadened students' horizons, strengthened their national identity and enhanced their understanding of the country.	Moral, Civic and National Education	4	$4,019.20	✓	✓	✓		
2	Students joined a career exploration tour to Macau and Zhuhai to learn about the tourism industry, including hotel operations, visitor services and related career pathways. The tour helped students broaden their horizons, understand workplace expectations and develop awareness of future opportunities in the tourism sector.	Others, please specify: (Career pathway)	1	$400.00	✓				✓
3	Students joined a STEM study tour in Singapore to explore science, technology, engineering and mathematics through visits, workshops and hands-on learning activities. The tour enhanced students' innovation, problem-solving skills and understanding of STEM-related study and career pathways.	Science	7	$4,500.00	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✔ in the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
Expenses for Category 2			**12**	**$8,919.20**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
Expenses for Category 3			**0**	**$0.00**					
Total			**42**	**$22,525.20**					

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

Contact Person for Student Activities Support Grant (Name & Post): Ms Wong Yin Shan, Vice Principal

Endorsed by
The Incorporated Management Committee of
Tak Oi Secondary School

Submitted by: Natasha Tsang

Ms Tsang Pui Ki Natasha
Principal

Date: 29 October 2026