Tak Oi Secondary School

Annual School Plan

2026 - 2027



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Tak Oi Secondary School

Annual School Plan

2026-2027

School Vision & Mission

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

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

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

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

Tak Oi Secondary School
Annual School Plan
2026-2027

Development Theme:

Towards a Sustainable Well-being School Community

Major Concerns:

1. **To enable students to become more independent and flexible learners**

2. **To strengthen students' capacity to lead a more active and healthier lifestyle**

3. **To enhance students' sense of connectedness with community, nation, and the world**

3-Year Development Theme:

Towards a Sustainable Well-being School Community

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

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

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

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

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

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

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(A) Strengthening students' creative problem-solving skills (B) Empowering students with better self-management skills particularly task prioritization, decision making and expectation management	a) Integrate thought-provoking questions or authentic situations in school curriculum as well as learning and teaching - teachers stimulate students' high-order thinking by using multimedia and data-based sources as well as adopting issue-enquiry and cases study approaches in classroom teaching and activities - incorporate open-ended, cross-topic and unfamiliar questions as well as current issues in assignment and assessment to enhance students' high-order thinking, critical thinking and problem-solving skills - incorporate pre- and post-lesson tasks to recall students' prior knowledge or arouse their interest with authentic examples as well as to enhance their understanding of the contents - teachers use various AI tools before/ during/ after	a) 1) Teachers design high order questions (e.g., analyze, explain, evaluate and create, etc.) in assignments or assessments to help students better understand the contents. 2) Students are able to demonstrate the use of high order thinking and problem-solving skills in lessons, their assignments and assessments. 3) Students enhance their learning through assigned pre- and post-lesson tasks. 4) At least 70% of students agree that the AI tools allowed them to explore answers to questions on their own instead of just depending on teacher's teaching.	- Feedback from students - Performance of students observed and evaluated - Teachers' feedback and sharing in meetings - Monitoring, supervision and evaluation by department heads and team heads - Class observation and school assignment inspection - Students' OLE records - Teachers' Open Classroom and professional dialogue records - Departments' or KLAs' co-planning records - Teachers' MCP survey - APASO and stakeholders' surveys - Lesson plans and learning and teaching materials developed in the co-planning practices	Whole year	- All members of subject departments - KLAs and Subject Departments - Academic Committee - Curriculum Development Team - Learning Support Team - IT in Education and WebSAMS Team - Student Growth Committee - Life Wide Learning Committee	- Financial support - External service providers for services and workshops - IT software and hardware

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	lessons to clarify students' concepts, conduct virtual experiments and generate self-learning tasks in science subjects - teachers analyze students' strengths and weaknesses from their performance in their assignment and assessment through AI tools and make follow-up tasks in science subjects - teachers use an AI tool to develop a bot aimed at enhancing students' ability to write engaging introductions for their speeches and at offering feedback to improve the students' writing skills in English Language - students use AI tools to help working on writing tasks of story writing and two-sided argumentative essay writing - enhance daily life connections or new topics through a range of library activities, which embed thought-provoking questions and authentic scenarios	5) At least 70% of students agree that they feel it is easier and more confident to learn abstract concepts while using AI tools provided by teachers. 6) At least 70% of teachers agree that AI helps them to tailor-made T&L materials for the teaching and it is effective in understanding strength and weakness of students and making follow-up tasks from students. 7) At least 70% of students are able to write effective hooks for their speeches with help from the AI tools. 8) At least 70% of students are able to write a story with sensory details in their revised version based on the feedback from AI chatbot. 9) At least 70% of students are able to incorporate perspectives from different stakeholders using different AI chatbots. 10) Establish a structured series of bi-monthly thematic activities where every single theme closely resonates with students' daily lives, personal growth and academic needs.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	- Daily life application tasks that connect the knowledge from EMI subjects (Hist, Geog, IS, T&L, CES) to real-life scenarios - facilitate pedagogical exchange among EMI subject teachers and English teachers - build leadership, teamwork, and confidence through structured, authentic training cycles by providing student team leaders with realistic scenarios in workshops and facilitating regular meetings and debriefing sessions centered on open-minded problem-solving activities to strengthen creative problem-solving skills - arrange workplace visits for S4 students to enhance their understanding of the authentic situation in career world - make use of the Values' Corner to stimulate thinking on moral issues.	11) EMI Subject Departments (Hist, Geog, IS, T&L, CES) incorporates at least one task related to daily life applications in at least one module/ unit/ topic per term. 12) At least 90% of the participants find the lesson study a meaningful occasion for pedagogical exchange. 13) At least 50% of participants will agree that training and debriefing helps improve their problem-solving skills. 14) At least 70% of participants agree that the workplace visits expose them to practical, real-world workplace challenges across different careers, helping them make informed decisions for their future study and career plans. 15) Positive response and feedback from students to the Values' Corner.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	b) Organize school-based workshops or learning experiences on students' self-learning skills - develop students' presentation skills, summary skills and use of graphical organizers in S1 Transition Programme - organize study skills workshops for S1-S6 students with the following focuses: S1- Pomodoro technique, memorization skills and SQ3R S2- SQ3R and note-taking skills S3- Note-taking skills, Eisenhower Matrix and To-do-List S4- Pomodoro technique and Memory skills S5- Pomodoro technique, Memory skills and Questi Builder S6- Questi Builder - deep reading activities conducted by English Ambassadors & LAC Reading Scheme conducted by class teachers	b) 1) At least 70% of the participants agree that the Transition Programme can help them to develop better learning skills. 2) At least 70% of the S1-S6 participants of study skills workshops agree that workshops can help them to improve their study skills such as self-learning, time-management, memorization and reading skills. 3) Better note-making skills have been observed in students' notes. 4) At least 70% of the students demonstrate the ability to connect topics covered in reading materials to examples and situations in				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		their daily lives.				
	- conduct 'Read-Think-Talk' sessions in S1-S3 reading lessons to encourage students to share ideas, develop their critical thinking and problem-solving skills through discussions, debates and reflections - arrange Team Building Training Workshops and Decluttering Workshops for S1 and S2 students to strengthen peer relationships, foster collaboration, and promote organizational and self-management skills.	5) Extend the "Read-Think-Talk" Programme from S1-S2 to cover all junior forms (S1-S3), ensuring structured oral discussion and critical thinking are embedded across all sessions. 6) At least 60% of participants actively participate in the Team Building Training workshop and Decluttering workshop, demonstrating improved teamwork, communication, and a positive attitude toward keeping their personal space organized.				
	c) Create opportunities for students to express their opinions, ask questions, discuss solutions or suggestions in learning and teaching - teachers adopt a 3-in-1 lesson structure in every lesson to clearly state the learning objectives, create opportunities for students to verbalize their ideas and engage in lessons, and	c) 1) Students engage and are able to verbize their ideas and self-reflect in lessons.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	finally consolidate the lesson contents through students' self-reflection - students explain the reasoning behind questions, locate mistakes from their own and others' work, discuss the questions with a high error rate and present their observation - students prepare questions or answers to teacher-assigned questions for lesson preparation in the pre-lesson tasks, and ask other students or carry out discussion in class - conduct deep reading activities (T&L, Math, IS, Hist, Geog) led by English Ambassadors and the LAC Reading Scheme (Math, L&S, Econ, Chem, Hist, Geog, T&L, PE) led by class teachers to create opportunities for students to express their opinions, ask questions, and discuss solutions or suggestions in learning and teaching	2) Students are able to explain the reasoning of their answers, locate their own mistakes, self-reflect and manage their learning better. 3) Students are more aware of their mistakes and the ways to make improvements through explaining the reasonings and locating their own and other mistakes as well as doing self- or peer-evaluation. 4) Students are able to prepare questions or answers in the pre-lesson tasks and learn from the following class activities 5) At least 70% of students demonstrate the ability to express their opinions, ask questions, and discuss solutions or suggestions related to the topics covered in the deep reading activities and LAC Reading Scheme, and to connect these topics to examples and situations in their daily lives.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	- create opportunities for student team committee members to discuss & express their opinions in Student Teams' activities.	6) At least 60% of student team committee members actively participate in discussions and activities that involve thought-provoking questions or authentic situations.				
	d) Promote effective teaching pedagogies or educational apps for students to organize and manage their learning - teachers design meaningful pre- and post-lesson tasks and students use IT tools and self-learning apps/ platforms to organize learning materials, do lesson preparation, make personalized notes or summaries, conduct investigation and consolidation learning - integrate digital or peer-led evaluation tools to do peer- or self-evaluation - mark students' own or others' work to locate mistakes and conduct self-reflection - use flipped classroom or self-learning platforms for	d) 1) At least 60% of the students set goals and are able to reflect on and evaluate their learning outcomes. 2) Students strengthen their note-taking habits and skills, enabling them to better manage their learning through lesson preparation, self-marking, self-evaluation and reflection. 3) At least 70% of students agree that using IT platforms or apps helps them manage their learning better, e.g., lesson preparation, making notes or summaries and self-reflecting on their learning. 4) At least 60% of students agree that their self-management skills in task prioritization, decision				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	self-regulated learning of supplementary learning materials for enrichment and enhancement purposes at students' own pace. - use online platforms OQB and DFS from HKEdCity and HKEAA for self-practice of public exam MCQ - organize an Open Classroom activity on developmental class observation for all teachers to foster their professional sharing of teaching pedagogies in classrooms - organize a developmental class observation for new teachers (the mentees) in which their mentors demonstrate the questioning technique or other L&T strategies and conduct professional dialogue about the lesson planning - conduct co-planning and co-teaching practices for every teacher to share curriculum/ lesson design and effective teaching pedagogies - promote diverse reading	making and expectation management have improved compared to the last academic year. 5) Students demonstrate improved learning in subjects through flipped classroom or using digital platforms for self-regulated learning with supplementary materials. 6) At least 70% of students agree that the OQB and DFS platforms facilitate their self-regulated and self-reflective learning. 7) Mentees agree that thought-provoking questions on real-life scenarios and other L&T strategies in the Open Classroom provides valuable insights for lesson planning. 8) At least 70% of participating teachers agree that the Open Classroom, co-planning and co-teaching activities help them improve their teaching practices and broaden their pedagogical knowledge. 9) Promote and execute the				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	platforms and programs, such as the "Joyful Thousand-Mile Reading Cruise" to improve reading efficiency and record-keeping - train student committee members to use suitable IT tools to promote and plan activities and conduct evaluation and reflection - develop an Interactive eLearning Platform for the Interflow Program to effectively share the information and knowledge gained from the Interflow Program under the Global Education and Exchange Programme.	newly adopted territory-wide "Joyful Thousand-Mile Reading Cruise" electronic platform to help students systematically organize, track, and review their reading progress digitally. 10) Student team leaders demonstrate the use of suitable IT tools to promote and plan their activities and to conduct evaluation and reflection. 11) At least 50% of participants agree that the information can help them make decision and prioritize the task.				

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(A) Strengthening students' interpersonal skills for positive and healthy relationships in school (B) Enhancing students' engagement and motivation in learning (C) Creating more room and opportunities for students to participate in and appreciate physical and aesthetic activities (D) Cultivating a stronger awareness of information literacy through whole-school approach	a) Create opportunities for students to collaborate, communicate and resolve conflicts through activities, talks and workshops. - provide students with collaborative learning experience through in-class activities like project work, role-playing, laboratory work and other practical activities, as well as those outside the classroom such as group activities and services supported by various departments and functional teams - conduct student growth lessons with the Gratitude Journal for S1 and S2 students to build positive bonds and relationships, incorporating gratitude and reflection components that guide students to appreciate their school life and learning experiences and reflect how these have shaped their personal growth and relationships	a) 1) Students engage in collaborative activities during lessons through which they can communicate well with others and have better motivation for learning. 2) Students actively participate in group activities and services outside classrooms. 3) Students are able to collaborate, demonstrating better interpersonal skills and healthier relationships with peers. 4) S1 and S2 students demonstrate positive relationships with their peers and a greater sense of gratitude towards their school life and learning experiences, reflecting on how these experiences have shaped their personal growth and relationships. 5) Junior form students show an enhanced understanding of bullying and its	- Feedback from students - Performance of students observed and evaluated - Teachers' feedback and sharing in meetings - Monitoring, supervision and evaluation by department heads and team heads - Class observation - Students' OLE records - MCP survey - APASO and stakeholders' surveys -	Whole year	- All members of subject departments - KLAs and Subject Departments - Academic Committee - Curriculum Development Team - Learning Support Team - IT in Education and WebSAMS Team - Life Wide Learning and External Relation Committee - Staff Formation and Development Team - Student Growth Committee - Year Heads and Class Teachers Team - Guidance Team - PE Department	- Financial support - External service providers for services and workshops

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	- organize anti-bullying talk or lessons to junior form students during AA and CTPs to educate junior form students to foster a safe, respectful school environment and promote positive peer interactions	consequences, and a commitment to fostering a safe, respectful school environment and positive peer interactions.				
	- arrange collaborative student activities under the theme of the month "Benevolence" (First Term) and "Empathy" (Second Term) to promote kindness, compassion, and positive peer relationships, and to encourage students to care for others and respond to people's needs	6) Students actively participate in the theme month "Benevolence" and "Empathy" activities, showing increased understanding and consistent practice of kindness and compassion toward self and others.				
	- organize staff development program for creating supportive and positive teaching and learning environment - organize health and well-being workshops such as sports, aesthetics, mindful-related activities or voluntary service for teachers.	7) At least 70% of participants agree that the SD program can help them understand themselves and establish a supportive learning and teaching environment with their character strength. 8) At least 70% of participants show that participating in the workshops helps them enjoy interpersonal relationships, relaxation, promote mental clarity, express creativity and a sense of meaning and purpose.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	b) Identify and provide meaningfully defined purposes in subject curriculum and students' learning experiences. - design interactive theme-based challenges covering all subjects in S1-S2 that relate subject content to daily-life applications, aiming at boosting the academic atmosphere in S1 and S2 - implement Extended Curriculum in S2-S4 to provide meaningful learning experiences for students, e.g., STEM incorporated with Design Thinking in S2, Chinese and English Language Arts modules in S2-S4, Colour and Well-being and Mathematical Modelling modules in S4. - set "Love with All Your Heart" as the annual religious theme **t**o cultivate in students a lived practice of unconditional, wholehearted love toward God, themselves, and others through spiritual activities, reflections, and opportunities for service	b) 1) At least 70% of the participating students in the S1-S2 interactive theme-based challenges agree that the tasks are interesting and help them learn the subject content more easily 2) The S2-S4 Extended Curriculum is reviewed and updated for more meaningful content and better linkages with daily-life applications. 3) Students show active participation and reflection in the school programmes such as school assemblies, Religious Week, class-based one-minute sharing sessions, classroom teachings, and school-wide events, to create a cohesive environment that emphasizes our school motto "Love".				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	c) Recognize and celebrate diverse talents via whole-school platforms, exhibitions and displays. - give encouragement and show appreciation to students who show effort or good performance in learning by setting up different school-based, team-based, and department-based award schemes and billboards (e.g., scholarships and awards) to recognize students' efforts and achievements - display and celebrate students' good work and achievements both inside and outside the classroom—through in-class and campus displays, online platforms, the school newspaper Topscoop, announcements, award schemes, and sharing sessions—covering areas such as academic excellence, music, sports, Punctuality Awards, and Interclass awards, so that students' efforts are widely recognized and appreciated	c) 1) Appreciation and recognition of students' achievements are demonstrated through the presentation of various school-based, team-based, and department-based awards and scholarships. 2) Students' work is regularly exhibited in classrooms, corridors, and on noticeboards, and outstanding results are announced via online platforms, Topscoop and school announcements; achievements in academic, music, sports, Punctuality Awards, and Interclass awards are publicly recognized through award schemes and sharing sessions. 3) Students' talents are showcased and appreciated through different events of performances, such as display at Jubilee Court, ELD and TOPS Day.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	- arrange programmes & activities for students to display their talents and showcase their learning outcomes in major school events, e.g., competitions by SU & Four Houses, Exponential Learning Day and TOPS Performance Day, religious liturgies, School assembly, Information Day, Graduation Day, Healthy Living Days, English Musical training, etc - arrange a comprehensive sharing session and interactive Board display as post-tasks after the Interflow program provides an invaluable opportunity for participants to showcase their learnings, reflections and collaborative experiences	4) Participating students demonstrate that the programmes and activities offered meaningful opportunities to showcase their talents in major school events. 5) At least 20% of Interflow program participants conduct sharing through various formats—such as board displays, writing, or video-clipping—as post-tasks, thereby showcasing their learnings, reflections, and collaborative experiences.				
	d) Review subject curriculum and incorporate sports and aesthetic elements/ topics in teaching and learning. - integrate artistic and physical content and skills in other subject disciplines through various learning activities inside and outside	d) 1) Students of all forms were provided with opportunities to have aesthetic and sports experience in subjects and through co-curricular				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	classroom, including Chinese artwork, architecture and culture appreciation in S2-S3 Chinese Language and S4 C&SD, poster design in S1 Mathematics, infographic design in S1 Science, and video production in S1-S3 CED and S5 Biology. - develop and implement a nature-based interdisciplinary curriculum for S1-S3 students to appreciate the beauty of nature - organize student teams activities or school events with sports & aesthetic elements, e.g. Inter-house sports competition, English Musical training, Sports Day , Singing Contest and whole-school morning exercises on Healthy Living Days - collaboration among subjects and student teams to organize social services, activities, programmes, or competitions—such as Art Across Generation for	activities. 2) Students are able to appreciate the beauty of nature and creativity of other students' aesthetic work. 3) At least 70% of the participating students in the activities of the nature-based curriculum agree that the activities successfully foster their appreciation of the beauty of nature. 4) At least 60% of participating students agree that the activities successfully combined sports and aesthetics, fostering both physical and creative development. 5) Participants of Inter-house Sports Competition, Sports Day. Singing Contest and Healthy Living Days whole-school morning exercises will have a higher awareness on physical health and aesthetic appreciation. 6) Students share their aesthetic and art talents to build confidence and motivation, promoting an appreciation of art and supporting a healthy lifestyle.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	elderly with dementia and inter-class board design—provides students with regular opportunities to share their aesthetic and art talents, thereby building their confidence and motivation, promoting an appreciation of art, and supporting a healthy lifestyle.					
	e) Apply relevant and appropriate Information Literacy elements in learning and teaching. - develop proper skills and attitudes in students to responsibly search for and use online resources in their assignments and SBA, including an understanding of plagiarism and privacy issues - teach students to critically evaluate digital sources and AI applications by recognizing their reliability, potential biases and limitations to verify their credibility, and to correctly and clearly state the reference of sources in their assignments and project. - incorporate information	e) 1) Students increase their awareness of information literacy when using online resources and AI applications. 2) Students are able to use online resources ethically and effectively and evaluate the reliability, validity and accuracy of relevant information. 3) Students are able to clearly state the reference of sources in their work.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	literacy content into subject specific teaching such as addressing the misuse and misinterpretation of data in S3 Mathematics - conduct at least two teachers' sharing or student workshops on AI in Education or Information Literacy and Class Building, etc. - develop clear guidelines for the appropriate use of social media and digital platforms to share graphic images, ensuring compliance with school policies and privacy regulations for all student teams and the school community - organize a Digital Literacy Workshop for S1–S3, jointly delivered by the VET and ICT/CL Departments, to equip students with the knowledge and skills for the appropriate use of social media and digital platforms. f) Organize a whole-school exercise session during morning assembly and	4) At least 80% of participating teachers agreed that the activities can develop their skills in pedagogies. 5) At least 70% of students/participants demonstrate information literacy by fact-checking internet sources, using social media responsibly to share accurate information, and complying with school guidelines, policies, and privacy regulations when sharing graphic images. 6) Participants demonstrate an understanding of the appropriate use of social media and digital platforms for sharing information after attending the Digital Literacy Workshop. f)				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	breathing exercise during test/ exam period. - Continue to promote and maintain a healthy lifestyle for the whole school community by practicing stretching exercises during morning assembly on Healthy Living Days and/or breathing exercises during test/exam periods, deepening these practices in the second year of implementation.	1) Participants enjoy stretching and breathing exercises and demonstrate that the activities promote a healthy lifestyle and good habits.				

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

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(A) Enhancing student's awareness and understanding of the community, national and global issues (B) Increasing students' opportunities to engage in school, community, national and global issues/ activities/ competitions	a) Integrate local, national, and global issues in students' learning experience or subject curriculum. - integrate elements of national security education (NSE) into or connected with the curriculum in all subjects - prepare learning materials, news and reading articles, and publish newsletters which include local, national and global issues to enrich students' exposure national and the world - students join community and national voluntary services such as flag selling and homework tutorials in primary schools. - enhance students' understanding of the prospect of various programmes and the careers world through competitions/ institution visits/ workplace visits /talks - organize S4 Experiential Leadership Programme to provide a platform for	a) 1) At least 70% of the students agree that they have a better understanding of the community, the national or the world after learning the contents related to NSE or other local, national and global issues. 2) At least 60% of students agree that they have a stronger sense of identity with and belongings to the community, national or the world through broadening their horizons from different learning experiences. 3) At least 60% of participants agree that they are developing language skills, intercultural communication abilities, national identity or global perspectives. 4) At least 50% of participants agree that they are exposed to diverse viewpoints and cultural contexts related to the global issue. 5) Students can develop a stronger sense of belonging	- Feedback from students - Performance of students observed and evaluated - Teachers' feedback and sharing in meetings - Monitoring, supervision and evaluation by department heads and team heads - Students' OLE records - MCP survey - APASO and stakeholders' surveys	Whole year	- All members of subject departments - KLAs and Subject Departments - Academic Committee - Curriculum Development Team - Life Wide Learning and External Relation Committee - Global Education and Exchange Team - Staff Formation and Development Team - Student Growth Committee - Alumni Association - Parents and Teachers Association	- Financial support - External service providers for services and workshops

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	students to take actions and bring a positive impact to the school community - collaborate with the C&SD Department to organize a video-conferencing session for S3 students to discuss global issues, such as poverty, with a partner school in Mainland China or elsewhere in Asia - organize Police talks and crime-related education talks, such as drug education, to inform students about the latest developments in scams and juvenile delinquency for crime prevention - Integrate Chinese traditional culture and arts into CCAs—for example, Chinese Paper Cutting in the Aesthetic Club and promote Chinese traditional music through Chinese Instrumental Classes and the Chinese Orchestra - organize a study tour to Shanghai in collaboration with the Mathematics and ICT Departments to visit exhibition halls and	and identity towards the community and they will bring a positive impact to it. 6) At least 50% of participants agree that they are exposed to diverse viewpoints and cultural contexts related to the global issue. 7) At least one Police talk and one drug education talk are organized to update students on the latest developments in scams and juvenile delinquency for crime prevention, with participants demonstrating enhanced awareness of crime prevention. 8) At least 50% of participants agree that the CCA can help them appreciate Chinese culture and understand more about national issues 9) At least 70% of the participants of the Shanghai study tour agree that the tour is fruitful and increases their interest in learning STEM subjects and also helps them better understand national				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	education institutions to learn about the history and development of Mathematics, STEM and technology in China - organize a Musical Team Building Tour to Malaysia for S1–S4 students enrolled in the English Musical to enhance their musical learning experience, teamwork, and cultural exposure through overseas exchange and performance-related activities - organize a Team Spirit and Cultural Discovery Tour in Taiwan for S1–S5 Basketball and Volleyball Teams, as well as interested students, to broaden students' horizons by learning about Taiwan's local culture and developing a greater appreciation of teamwork, discipline, and sportsmanship - organize a one-day Technology and Intangible Cultural Heritage Exploration Tour in Shenzhen for all S2 students to enhance their	and global issues related to the subjects. 10) At least 70% of participants in the Musical Team Building Tour develop confidence, creativity, and collaboration skills while learning about the culture of Malaysia. 11) At least 70% of participants in the Team Spirit and Cultural Discovery Tour report that the tour has broadened their horizons through learning about Taiwan's local culture, and at least 70% agree that they have developed a greater appreciation of teamwork, discipline, and sportsmanship, as reflected in post-tour surveys. 12) At least 70% of S2 students reflect that the one-day tour has enhanced their understanding of technology development and intangible cultural heritage in Shenzhen, as reflected in post-tour surveys. 13) At least 70% of S5 students agree that they have gained first-hand learning experiences, strengthened their sense of national identity, and developed a better understanding of the				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	understanding of technology development and intangible cultural heritage in Shenzhen - organize a China Development Study Tour to Mainland China by the CSD Department to deepen students' understanding of China's development, history, culture, and current affairs	country's social and economic development, as reflected in post-tour surveys.				
	- Organize Global Days - such as Mental Health Day, World Kindness Day, Safer Internet Day, World Happiness Day, World Book Day, and World Turtle Day—as a new initiative to raise students' awareness of different perspectives as global citizens.	14) Designated Global Days are organized, with at least one activity held in observance of each, providing students with valuable opportunities to broaden their perspectives and develop their awareness as global citizens.				
	b) Strengthen partnerships with different institutions, organizations, alumni, parents or overseas parties.	b)				
	- enroll students in joint-school, territory-wide, national and global competitions, academic interflow, outstanding student	1) Each subject department has organized or enrolled students to participate in at least one learning activity outside school. 2) At least 70% of the students				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	election, oral practice sessions, etc. to enrich students' learning experience	agree that external learning experiences broaden their horizons and enrich their exposure to the subject or interested area. 3) The teachers responsible collaborate effectively with the external institutions and organizations and have gained good insight and professional advice from them.				
	- organize learning activities such as outings, visits, sharing sessions and workshops, etc. in partnership with alumni, parents, government bodies, institutions, the EDB NET Section, the Catholic Diocese, NGOs and other local and oversea organizations, e.g., alumni sharing, primary school homework tutorials, partnership with Kadoorie Farm in S1-S3 natural-based curriculum and the Innovative Heritage Education Programme with Lingnan University, Parents' Academy. -Uses of AI in teaching Science QEF	4) Develop lesson plans, AI applications and AI teaching resources through the application of AI in Science QEF project. 5) Conduct professional open classroom sessions with the use of AI assisted teaching in Science through the application of AI in Science QEF project.				

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	- arrange work trial scheme for S4-S5 students to enhance students' exposure of the career world and facilitate their career aspiration - Invite students to participate in territory-wide, interdisciplinary competitions, workshops, and activities to increase their global awareness, with EMI subject teachers collaborating with English teachers to train students. - arrange services or charity projects with different organizations e.g., Home of Love, Mercy HK Centre, Francis Kitchen - c) Build on the existing Global Classroom as an online platform for sharing and collaboration by arranging an intangible cultural heritage exchange with the Beijing sister school, and continue to strengthen connections with sister schools to foster cross-cultural exchange and broaden students' global perspectives.	6) Students would be engaged in the career world and gain authentic work experience which facilities their career aspirations and goal setting. 7) At least 70% of participating students agree that the training workshops and interdisciplinary activities have increased their global awareness and strengthened their ability to collaborate across subjects, as reflected in post-activity surveys. 8) At least 70% of participants demonstrate meaningful learning through reflection and documented service outcomes. c) 1) An intangible cultural heritage exchange with the Beijing sister school is arranged through the Global Classroom online platform, with students demonstrating cross-cultural exchange and a broadened global perspective. Connections with sister schools are strengthened through sharing and collaboration, and students show increased awareness and					

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
		understanding of different cultures.				
	d) Arrange Chinese culture activities and Chinese Culture Week workshops in the newly renovated Chinese Culture Room to provide a dedicated space for students to experience and appreciate Chinese culture, language, traditions, and values.	d) 1) Chinese culture activities and Chinese Culture Week workshops are arranged in the newly renovated Chinese Culture Room, with students demonstrating opportunities to experience and appreciate Chinese culture, language, traditions, and values in a dedicated space.				
	e) Continue the Volunteer Team for staff, students, parents and alumni - increase exposure of teachers, parents and alumni to show concern to the community through voluntary service.	e) At least 70% of participants in the volunteer service agree that the service fosters a sense of belonging, pride, and shared purpose among staff, alumni and parents.				

Appendix 1

Tak Oi Secondary School

School-based Medium of Instruction Plan for Junior Secondary School Levels (Arrangements for Secondary One Students Admitted in the 2026/27 School Year)

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

1. Pre-S1 English Fun Day and English Foundation Course – held in July to help incoming S1 students to better prepare for the English learning environment.

2. The school has worked out an S1 Transition Programme for the first two cycles in September aiming to help S1 students to better adapt to their S1 school life. During the two cycles, students would be going through learning experiences related to, on the academic side, summary skills and presentation skills (both in Chinese & English). Additionally, we will be experimenting with some new teaching pedagogies suggested by the educational psychologist to enhance these learning experiences. On the student support side, the programme includes self-understanding and management, getting to know about the school, their role and developing interpersonal relationships. The programme is as well a way to help students to acquire the necessary skills at an early stage for better adaptation to EMI learning.

3. In S1, students who require additional support are offered extra help during lunchtime. These Support Sessions are conducted by the school's English Ambassador Team and English teachers. During these sessions, students review content covered in their English lessons, engage in reading aloud, and practice drama, among other enriching activities. Concurrently, the highest-performing students in the form receive specialized training from the English Debate Team to maximize their potential.

4. S1 students are initially grouped into five small English lesson groups based on a school-based English diagnostic test to promote greater pupil participation and engagement. Following the results of the First Term Examination, some students will be reallocated to new groups. This arrangement allows for the use of tailored learning materials, assignments, and assessment tasks that are designed to help students of different abilities gradually and progressively bridge their learning gap in their transition from primary to secondary education.

5. For one lesson in a cycle, S1 students will also be allocated into nine different groups – three Mathematics, three Chinese and three English, some for more able students of the subject and some for less able ones, aiming to further help them build up a better foundation and to stretch their potential. Specifically, one of the English groups will focus on students with limited English proficiency, providing them with the essential skills necessary for a smooth transition into the S1 curriculum. For the three Mathematics groups, they are good ways to help students adapt to the learning of the subject in English.

6. The English Department has participated in collaborative research and development projects coordinated by the Native-speaking English Teacher Section. These initiatives have focused on

creating differentiated learning activities utilizing digital multimodal texts, and adapting textbook units to include authentic texts, real interviews, local visits, and hands-on workshops. This strategy has effectively increased English learning interest and has been incorporated into the S1-S3 curriculum, enhancing content integration across fundamental language skills and augmenting student engagement through interactive, authentic learning experiences.

7. Language Across the Curriculum – an LAC Team has been set up since 2013-2014 to oversee the implementation of the cross-curricular learning content between English & Science, Citizenship, Economics & Society, Technology & Living, Mathematics, Geography as well as History.

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

   To promote interdisciplinary learning, the English and Mathematics Departments will collaborate on a lesson study aimed at enhancing S1 students' comprehension of question prompts. An interim meeting will be held at least once per term, involving the English Department Head, the S1 and S2 Form Conveners of English, and the Conveners of the six EMI subjects. The primary goals of these meetings are to update the curriculum, share effective teaching strategies, and engage in meaningful professional discussions.

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

   In order to enhance teachers' capacity to develop appropriate learning and teaching activities to support reading in English as a Medium of Instruction (EMI) subjects, a Learning Circle focused on Reading across the Curriculum (RaC) was conducted in collaboration with the Native-speaking English Teacher Section during the school years 2021/22 and 2022/23. This initiative involved the participation of Department Heads from all EMI subjects. As a result of their collaboration, participants created text sets specifically designed for the S3 RaC Programme. These text sets encompass a wide range of subjects including Citizenship, Economics & Society, Mathematics, Technology & Living, History, Geography, Chemistry, Economics, Tourism & Hospitality Studies as well as Physical Education. By engaging students in reading and viewing materials from different Key Learning Areas (KLAs), the RaC Programme aims to promote interdisciplinary connections and deepen students' understanding. During Reading lessons, students actively participate in interactive reading activities that encourage them to relate the text to their personal experiences and prior knowledge, fostering their engagement and comprehension. The materials have been updated and refined this year to ensure they remain current and effective.

   The English Department collaborates with four EMI subject departments—History, Integrated Science, Geography, and Mathematics—on various seasonal activities, ranging from creative projects like tie-dye using organic materials to map-reading games that apply skills using both local grids and world maps. Additionally, video clips on LAC topics are produced by the

Campus TV Team. These collaborations allow students to apply their English language knowledge in authentic contexts, enhancing their practical application and learning experiences.

8. The S2-4 Extended Curriculum for English Modules emphasizes enhancing creative writing and performing skills, such as screenwriting and dramatic performance skills, alongside public speaking and academic writing. It aims to extend students' language skills, boost their interest in learning the language, and enrich their learning experiences through gaming activities, discussions, practices, and competitions.

9. An English-rich environment is reinforced through the use of English in everyday announcements, notices, assemblies, homeroom periods and major events like Sports Day, Singing Contest, Graduation Day and Prayer Service.

10. Emphasis has also been placed on raising the capability of the teachers in the use of English as the medium of instruction through participation in courses related to the teaching of content subjects in English. The School also organizes in-house professional sharing sessions on Teaching Pedagogy, as well as Critical Friendship Exercise, which serves as a developmental class observation.

Appendix 2

Tak Oi Secondary School
AI for Science Education
Plan of spending for the school year 2026/27

	Area	**Budgeted Expenses (HK$)**
1.	Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching	30,600
2.	Collaboration with tertiary institutions or related professional bodies to take forward support programmes related to AI-assisted teaching	--
	Total	**30,600**

Appendix 3

Tak Oi Secondary School

AI for Empowering Learning and Teaching Funding Programme

Plan of spending for the school year 2026/27

	Area	**Budgeted Expenses (HK$)**
1.	Purchasing / subscribing to / leasing: - Software - Hardware - Platforms - Learning and teaching resources - School-based AI application solutions	 50,000 50,000 50,000 50,000 -
2.	Subsidising students' participation in AI-education-related activities organized or recognized by the school	50,000
	Total	**250,000**

Appendix 4

Tak Oi Secondary School
Diversity Learning Grant (DLG)
Program and Budget 2026/27

Name of Programme	Participants	Period	Budget (HK$)
1. English - Enrichment class	S5	2026 Oct – 2027 May	10,800
2. Mathematics - Enhancement class - Enhancement class	S4 S5	2026 Sept – 2027 May 2026 Sept – 2027 May	4,200 4,200
3. BAFS - Enhancement class	S5	2027/3/1 – 5/31	2,000
4. Geography - Field studies - External service for DSE	S4-S6 S5-S6	2026 Sept – 2027 May 2026 Sept – 2027 May	8,000 8,000
5. History - – ELD day	S4-S6	2026 Sept – 2027 May	2,000
6. Chemistry - Enhancement class - Enhancement class	S4/S5 S6	2026/9/1-2027/5/31 2026/9/1-2027/1/27	4,800 4,000
7. Biology - Enhancement class	S5-S6	2026/9/1-2027/7/31	6,000
8. T & L - Visit or workshops	S4-S6	2026 Sept – 2027 May	1,500
9. Tourism & Hospitality Studies - Theme Park & Hotel visit	S4-S5	2026 Sept – 2027 May	10,000
10. Curriculum Development Team EC Inquiry Studies coaching fee	S4	2026 Sept – 2027 May	5,000
11. Guidance Team - Mindful Yoga class	S5 – S6	2026 Sept – 2027 May	7,200
12. Career & Life Planning Team University Taster Programmes	S4 – S5	2027 Jun – Aug	30,000
		Total	**107,700**

Appendix 5

Tak Oi Secondary School

Consolidated Home-School Co-operation Activities Grant

Plan of spending for the school year 2026/27

	Area	Budgeted Expenses (HK$)
1.	PTA Newsletter	8,000
2.	Health Living Day : Fresh Fruit to parents and students	2,600
3.	PTA Picnic	15,400
4.	Others	--
	Total	**26,000**

Appendix 6

Tak Oi Secondary School
One-off Grant for Promotion of Self-directed Language Learning (Putonghua)
Plan of spending for the school year 2026/27

	Area	Budgeted Expenses (HK$)
1	Procuring and/or subscribing to learning resources	45,500
2	Hiring Putonghua speaking instructors or non-teaching supporting staff outside the permanent staff establishment	61,500
3	Purchasing services related to learning and teaching	20,000
4	Others : Competition, workshops and study tour fee	17,000
	Total	**144,000**

Appendix 7

Tak Oi Secondary School
One-off Grant for Promotion of Self-directed Language Learning (English Language)
Plan of spending for the school year 2026/27

	Area	Budgeted Expenses (HK$)
1	Procuring and/or subscribing to learning resources	5,000
2	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	60,000
3	Purchasing services related to learning and teaching	20,000
4	Others : Competition, workshops and study tour fee	88,000
	Total	**173,000**

Appendix 8

Tak Oi Secondary School
One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools
Plan of spending for the school year 2026/27

	Area	**Budgeted 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	5,000
3.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	45,000
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	23,000
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	**73,000**

Appendix 9

Tak Oi Secondary School
One-off Grant for Parent Education (Secondary)
Plan of spending for the school year 2026/27

	Area	**Budgeted Expenses (HK$)**
1	Organising structured or thematic parent education programmes	77,000
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"	9,000
4	Others – Parent workshop on healthy living	8,000
	Total	**113,800**

Appendix 10

Tak Oi Secondary School
Pilot Scheme on Other Languages for Junior Secondary Students
Implementation Plan for the school year 2026/27

Details of the Other Languages (OL) course(s) offered / to be offered in the 2026/27 school year

1. Details of OL course(s)

Language	Number of junior secondary students at each level			Class schedule	Delivery mode	Total number of learning hours (hour)	Average course fee per student (HK$)
	S1	S2	S3	A. Within timetable B. After School C. Weekend	A. Online B. After School C. Weekend		
Arabic							
French		40		*A*	*B*	15.33	920.00
German							
Japanese		40		*A*	*B*	15.33	439.88
Korean							
Russian							
Spanish							
Urdu							
Total number of students	**80**			**(Estimated) Total amount of course fee (HK$)**			**54,395.00**

2. (Estimated) 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 (HK$)
(i) Textbook	40	4,000
(ii) Workbook	8	6,400
(Estimated) Total amount of other expenditures (HK$)		10,400

3. Our school plans to provide various opportunities for students to showcase their learning outcomes of OL by:

☑ Organizing school-based activities (e.g. giving a short speech during assemblies, designing notice boards, OL activity day, etc.)

☐ Joining the activities organized by the EDB

☑ Others (please specify: showcase and presentation during lessons)

☑ The Annual School Plan incorporating key elements of this Implementation Plan, such as the total estimated expenditure and the number of student beneficiaries, has been endorsed by the SMC/IMC and uploaded to our school's website.
School website: www.takoi.edu.hk

Appendix 11

Tak Oi Secondary School
One-off Grant for Promotion of Chinese Culture Immersion Activities
Plan of spending for the school year 2026/27

	範疇	預算開支金額 （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	30,000
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	8,000
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	80,000
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	80,000
7.	其他	--
	Total	**198,000**

Appendix 12

Tak Oi Secondary School
Plan on Use of Capacity Enhancement Grant (CEG) 2026/27

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
School Development	1. To relieve teachers' non-teaching workload	To employ clerical staff to provide support on student activities, careers affairs and campus resources management to teachers	September 2026 – August 2027	Salary of staff including MPF: $563,600	- Non-teaching duties of the teachers concerned are reduced	- Performance appraisal of the staff - Collection of opinion from teachers	General Office and Teacher in-charge
				Total: 563,600			

Appendix 13

Tak Oi Secondary School
Plan on Use of Composite Support Grant for Non-Chinese Speaking Students (NCS) 2026/27

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Support NCS students in learning Chinese	1. To relieve the workload of teachers in teaching Chinese Language to NCS students	To hire contract teacher(s) to provide intensive program on learning Chinese Language for NCS students	September 2026 – August 2027	Salary of contract teacher(s) including MPF : $740,000	- Teaching duties of teachers concerned are reduced	- Collection of opinion from teachers	Head of Chinese Language Department
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese	September 2026 – August 2027	Expenses : $46,000	- Teaching duties of teachers concerned are reduced	- Collection of opinion from teachers	Head of Chinese Language Department
				Total: 786,000			

Appendix 14

Tak Oi Secondary School
Learning and Support Grant (LSG)
Budget Plan 2026/27

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Budget HK$
Support students of special education needs	1. To cater for the care and special education needs of the students	To employ student counsellor to take care of the students in classroom learning and daily school life	September 2026 – August 2027	Salary including MPF : $100,000
	2. To obtain external professional service to assist teachers in conducting tailor made programme to cater for the care and special education needs of the students	To hire external professional tutor to provide tailor made program on learning to students		$350,000
		To conduct activities and workshops		$30,000
				Total: 480,000

Appendix 15

Tak Oi Secondary School
Plan on the Use of the Promotion of Reading Grant
2026/27

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

	Item*	Estimated Expenses (HK$)
1.	Purchase of Books	53,000.00
	☑ Printed books	
	☐ e-Books	
2.	Web-based Reading Schemes	-
	☐ eRead Scheme	
	☐ Other scheme	
3.	Reading Activities	25,000.00
	☑ Hiring writers, professional storytellers, etc. to conduct talks	
	☑ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	☑ Paying the application fees for students to participate in reading activities and competitions	
	☑ Subsidising students to participate in or apply for fee-charging 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 scheme	2,000.00
	Total:	**80,000.00**
	Unspent Balance:	--

* Please tick the appropriate boxes or provide details

Appendix 16

Tak Oi Secondary School
Plan on Use of School Executive Officer Grant (SEOG)
2026/27

Name of School: Tak Oi Secondary School

Means by which teachers have been consulted: Staff meetings

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
School Development	1. To strengthen administrative support for school daily operation	To hire executive officer(s) or to procure school administration-related services from service providers	September 2026 – August 2027	Salary of executive officer(s) including MPF and service fee : $682,000	- Non-teaching duties of the teaching staff concerned are reduced - Creating room for the teaching staff to focus on core education tasks and take care of student development	- Performance appraisal of the staff	--
				Total: 682,000			

Appendix 17

Tak Oi Secondary School
Plan on the Use of the Enhanced School-based Learning Activities Support Grant
2026/27

Part 1：Enhanced School-based Learning Activities Support Grant (ESLASG)

Eligible beneficiaries of ESLASG are students in receipt of Comprehensive Social Security Assistance (CSSA) or a full grant under the School Textbook Assistance Scheme (STAS full-grant); or those identified as financially needy through school-based criteria. To promote the balanced development of students with financial needs, schools should deploy ESLASG to support them in joining diversified activities across the following three categories, including (1) Activities/competitions for broadening students' learning experiences outside the classroom; (2) Activities for raising students' understanding of the community and fostering their personal growth; and (3) Activities for enhancing students' learning effectiveness, with expenditure on Category (3) Activities for enhancing students' learning effectiveness not exceeding 20% of a school's annual ESLASG provision.

Schools are required to upload this "Plan on the Use of the Enhanced School-based Learning Activities Support Grant" endorsed by their Incorporated Management Committees/School Management Committees to the school websites by the end of November of the current school year.

(I) Provision of Grant in the Current School Year

Amount: $228,800.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(1) Activities/competitions for broadening students' learning experiences outside the classroom (e.g. arts and cultural activities, sports, visits, and outdoor activities)										
1	Co-curriculum Activities - Sports activities including badminton training, basketball training, volleyball training, table-tennis training	No	10/2026-5/2027	33	98	72	$40,000.00		Attendance records; coaches' and teachers' observations	At least 80% of participants attend 70% or more of the training sessions. Participants demonstrate improvement in sports skills, teamwork and sportsmanship.

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
	and athletics training classes									
2	Co-curriculum Activities - Music activities including choir, Chinese instrumental and western instrumental training classes	No	10/2026-5/2027	33	98	72	$45,000.00		Attendance records; coaches' and teachers' observations	At least 80% of participants attend 70% or more of the training sessions. Participants demonstrate improvement in musical skills and confidence in performing.
3	Co-curriculum Activities - Arts and cultural activities including visits and outings	No	10/2026-5/2027	33	98	72	$15,000.00		Teachers' observations; students work or reflection sheet	At least 80% of participants report increased interest in arts and culture. Students can describe new knowledge or experiences gained from the activities.
Sub-total and Percentage Share:							**$ 100,000.00**	**43.71%**		
(2) Activities for raising students' understanding of the community and fostering their personal growth (e.g. community services, self-confidence building, social and communication skills training, leadership training, and mental health activities)										
1	S4 Leadership Training Camp	No	10/9/2026-12/9/2026	6	18	9	$30,000.00		Teachers' and instructors' observations; student self-assessment questionnaires; post-camp reflections	At least 80% of participants report increased confidence in taking leadership roles. Students demonstrate teamwork, communication and problem-solving skills during camp activities
2	S1 Training workshop	No	22/1/2027	4	14	20	$15,000.00		Teachers' and instructors' observations;	Students showed confidence in adapting to secondary school life. Students demonstrate positive participation,

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
										cooperation and communication during the worksho
3	S1 & S2 Storage Organization workshop	No	11/2026-12/2026	15	35	32	$15,000.00		Instructors' observations; practical task assessment; student feedback questionnaires	At least 80% of participants demonstrate appropriate sorting, storage and organization skills. Students can identify at least one strategy for organizing their personal belongings or learning materials.
4	S3-S6 Mindfulness, wellness and stress relief workshops	No	9/2026-5/2027	18	54	33	$21,600.00		Instructors' observations and teacher feedback	Students can identify and demonstrate at least one appropriate stress-management or mindfulness technique. Participants report increased confidence in managing stress and supporting their own well-being.
5	S3 Sex Education Talk	No	9/2026-5/2027	6	17	16	$2,000.00		Instructors' observations and teacher feedback	At least 80% of participants demonstrate improved understanding of respect, personal boundaries and responsible decision-making. Students can identify appropriate sources of help and support.
Sub-total and Percentage Share:							**$ 83,600.00**	**36.54%**		

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Percentage Share	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy				
(3) Activities for enhancing students' learning effectiveness (e.g. tutorial services, study skills training, and language training)										
1	S1-S4 HKMO courses	No	9/2026-5/2027	26	70	57	$25,000.00		Attendance records; tutors' observations; students achievement	At least 80% of participants attend 70% or more of the sessions. At least 80% demonstrate improvement in mathematical problem-solving skills through course assessments.
2	University Taster programme for S4-S5	No	4/2027-8/2027	10	28	15	$20,200.00		Student feedback or reflection; teachers' observations	At least 80% of participants report a better understanding of university learning and study expectations. Students can identify at least one learning strategy to apply to their current studies.
Sub-total and Percentage Share:							**$45,200.00**	**19.76%**		
Estimated Activity Expenses and Percentage Share:							**$228,800.00**	**100.00%**		

(III) Purchasing Materials/Equipment for Supporting Students' Participation in Out-of-classroom Learning Activities (e.g. musical instruments and sports equipment) (Relevant expenditure is capped at 5% of a school's annual ESLASG provision)

S/N	Required Material/Equipment	Estimated Expense	Percentage Share
-	-	-	
Estimated Material/Equipment Expenses and Percentage Share:		$ -	0.00%

(IV) Total Estimated Expenses

Amount: $228,800.00

Part 2 : School-based Grant (SBG)

Schools should complete this part if there are unspent balances of SBG after the end of the 2025/26 school year.
In accordance with the stipulated principles and requirements on the use of SBG, schools may continue to use the unspent balance in the 2026/27 school year to support students with financial needs in joining after-school learning activities until the end of the 2026/27 school year. For aided schools, caput schools and schools under the Direct Subsidy Scheme, any unspent balance of SBG as at 31 August 2027 should be returned to the Education Bureau according to the annual audited accounts for the 2026/27 school year. For government schools, any unspent balance of SBG will lapse after 31 August 2027.

(I) Unspent Balance for the 2025/26 School Year

Amount: $58,000.00

(II) Details of Activities

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy			
1	English Enhancement classes	No	10/2026-5/2027	15	35	32	$10,380.00	Tutor's and Teacher-in-charge observations	Students' interest and learning effectiveness is enhanced
2	Mathematics Enhancement classes	No	10/2026-5/2027	15	35	32	$8,400.00	Tutor's and Teacher-in-charge observations	Students' interest and learning effectiveness is enhanced

S/N	Activity Name/Objective	Non-local Activity	Proposed Date/ Period	Estimated Number of Participating Students			Estimated Activity Expense	Evaluation Method(s) (e.g. Observation, questionnaire)	Success Criteria (e.g. Students' learning effectiveness is enhanced)
				Receiving CSSA	Receiving STAS Full-grant	Meeting School-based Criteria as Financially Needy			
3	Pre/post examination revision classes	No	10/2026-5/2027	15	35	32	$30,800.00	Tutor's and Teacher-in-charge observations	The learning effectiveness of students especially low-achievers is enhanced
Estimated Activity Expenses:							**$49,580.00**		

(III) Total Estimated Expenses

Amount: $49,580.00

Details of Staff-in-Charge of the Grants:

Name: Ms Wong Yin Shan

Post: Vice-Principal

Appendix 18

Tak Oi Secondary School
Plan on the Use of the Life-wide Learning and Sister School Grant
2026/2027

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

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

Category 1: Details of activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)					Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)		Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	**Local Activities** (including online exchanges)													
1	CCA - Aesthetics Club	2026 Sept - 2027 May	To enhance students' creativity & interest in making handicraft	S1-S5	30	0	0	0	$8,300.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
2	CCA - Girl Guides	2026 Sept - 2027 May	To enhance students' belonging to Girl Guides, to facilitate the learning of different skills and to increase students' participation of activities	S1-S3 20	0	0	0	$2,000.00		A1 Values Education		B5 Observation	
3	CCA - Korean Club	2026 Sept - 2027 May	To teach students' elementary level Korean and enhance our students' interest in Korean	S1-S5 20	0	0	0	$10,784.00		A5 Career-related Experiences		B5 Observation	
4	CCA - STEM Club	2026 Sept - 2027 May	To teach students AI art creation techniques for cultivating their creativity with the use of IT skills	S1-S5 20	0	0	0	$10,410.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire	
5	CCA - Red Cross	2026 Sept - 2027 May	To facilitate the learning of first aid skills	S1-S5 30	0	0	0	$830.00		A3 Community Service		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
6	CCA - Choir training class	2026 Sept - 2027 May	To help students develop musical skills and knowledge	S1-S5 60	0	0	0	$30,260.00		A4 Physical and Aesthetic Development		B5 Observation	
7	CCA - Chinese Instrumental Groups	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 60	0	0	0	$46,000.00		A4 Physical and Aesthetic Development		B5 Observation	
8	CCA - Western Instrumental Groups	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 60	0	0	0	$26,280.00		A4 Physical and Aesthetic Development		B5 Observation	
9	CCA - Chinese Orchestra training class	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 30	0	0	0	$67,380.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
10	CCA - Recorder Band	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in music	S1-S5 30	0	0	0	$37,400.00		A4 Physical and Aesthetic Development		B5 Observation	
11	CCA - Dance Team	2026 Sept - 2027 May	To develop students' dancing potential and cultivate team spirit and confidence	S1-S3 30	0	0	0	$17,200.00		A4 Physical and Aesthetic Development		B1 Questionnaire	
12	CCA - Chinese Debate Team	2026 Sept - 2027 May	To enhance students' debating skills and reasoning thinking	S1-S5 20	0	0	0	$18,100.00		A1 Values Education		B5 Observation	
13	CCA - Badminton Team training class	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in badminton	S1-S6 30	0	0	0	$36,780.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
14	CCA - Basketball club/team training class	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in basketball	S1-S6 30	0	0	0	$53,270.00		A4 Physical and Aesthetic Development		B5 Observation	
15	CCA - Athletics club/team training class	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in athletics	S1-S6 30	0	0	0	$38,170.00		A4 Physical and Aesthetic Development		B5 Observation	
16	CCA - Table tennis club/team training class	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel their talents in table-tennis	S1-S6 30	0	0	0	$12,910.00		A4 Physical and Aesthetic Development		B5 Observation	
17	CCA - Volleyball club/team training class	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that they can excel	S1-S6 30	0	0	0	$44,460.00		A4 Physical and Aesthetic Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
			their talents in volleyball										
18	CCA - Digital Media Student Team	2026 Sept - 2027 May	To coach a group of elite students for photo taking competitions	S2-S5 15	0	0	0	$5,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
19	Experiential Learning Day - expenses for outing, visit and activities	2026 Sept - 2027 May	To showcase students' learning experience	S1-S6 666	0	0	0	$6,500.00		A1 Values Education		B5 Observation	
20	Career & life planning programmes including talk and workshops, workplace and institutional visits	2026 Sept - 2027 May	To enhance students' understanding of careers world and multiple pathway and equip them with the essential skills and values	S3-S6 300	0	0	0	$73,000.00		A5 Career-related Experiences		B5 Observation	
21	Value education programmes and activities - Promotion of basic law and integrity, national education and positive value culture	2026 Sept - 2027 May	To enhance the positive values among the students and build up positive relationship with the peers	S1-S6 666	0	0	0	$5,000.00		A1 Values Education		B7 Others	Feedback from Value Education Student Team members and students

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
	workshops												
22	Seminars or workshops for promoting discipline in students groups	2026 Sept - 2027 May	To enhance the positive values among the students and build up positive relationship with the peers	S1-S6 666	0	0	0	$3,000.00		A1 Values Education		B7 Others	Feedback from Discipline Team
23	Nature-based outing and Dutchman's Pipe Habitat Recreation Programme	2026 Sept - 2027 May	To nurture students environmental stewardship	S1 & S3 242	0	0	0	$20,000.00		A1 Values Education		B5 Observation	
24	Experiential leadership training camp and programme	2026 Sept - 2027 May	To cultivate personal leadership among students	S4 100	0	0	0	$20,000.00		A1 Values Education		B5 Observation	
25	TOSS APPS leadership development project	2026 Sept - 2027 May	To nurture students to become future student leaders and serve as helpers in S1 Transition Programme	S3-S4 40	0	0	0	$27,000.00		A1 Values Education		B5 Observation	
26	Musical training	2026 Sept - 2027 May	To provide opportunities and systematic training to students so that	S1-S6 666	0	0	0	$400,000.00		A2 Intellectual Development		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
			they can excel their talents in music										
27	Team Building activity	2026 Sept - 2027 May	To cultivate team spirit and enhance co-operation and confidence among students	S2 118	0	0	0	$19,000.00		A1 Values Education		B5 Observation	
Total estimated expenses of item 1.1								**$1,039,034.00**					
1.2	**Non-local Activities**												
1	Taiwan study tour	2026 Dec	To provide opportunities for students to reach out to the world and broaden their horizons	S1-S4 32	2	0	0	$100,000.00		A4 Physical and Aesthetic Development		B5 Observation	
2	Shenzhen study tour	2027 Jan		S2 119	13	0	0	$17,000.00		A6 Patriotic Education		B5 Observation	
3	Mainland study tour	2027 Jan		S5 100	11	0	0	$5,000.00		A6 Patriotic Education		B5 Observation	
4	Shanghai study tour	2027 Mar/Apr		S2-S5 30	4	0	0	$42,000.00	上海田家炳中學	A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
5	Malaysia study tour	2027 Mar/Apr		S1-S4 30	4	0	0	$150,000.00		A9 Others	Musical team	B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (HK$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
											buildi ng		
Total estimated expenses of item 1.2								**$314,000.00**					
Total estimated expenses (sum of items 1.1 and 1.2								**$1,353,034.00**					

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

Endorsed by
The Incorporated Management Committee of
Tak Oi Secondary School

Submitted by: Natasha Tsang

Ms Tsang Pui Ki Natasha
Principal

Date: 29 October 2026