



School Development Plan
(2018/19 – 2020/21)

Tak Oi Secondary School

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Tak Oi Secondary School

School Development Plan

(2018/19 – 2020/21)

Tak Oi Secondary School

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.

Holistic Review

Effectiveness of the previous School Development Plan (2015-2018)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>1. Effective Learning & Teaching</p> <p>A. Effective Learning & Teaching in Classroom</p> <ul style="list-style-type: none"> • To enhance structured lessons : student-engagement as the focus • To handle learning diversity • To adopt IT in education <p>B. Reading in Subjects</p> <ul style="list-style-type: none"> • To enhance reading skills • To enhance extensive reading • To cultivate reading habit 	<p>Partly achieved:</p> <ul style="list-style-type: none"> • Structure lessons are enhanced with meaningful student-engagement in classroom teaching • Various measures are adopted to tackle learning diversity in class • IT in education is more commonly adopted in classroom teaching 	<ul style="list-style-type: none"> • The strategy of having structured lessons with the focus in meaningful student-engagement is practiced as a common teaching pedagogy at school. • Handling learning diversity continues to be one of the major concerns in the coming School Development Plan. • Adopting IT in education continues to be a major concern in the coming School Development Plan. It aims to help students learn effectively through a good variety of e-learning platforms. • Reading in subjects continues to be a major concern in the coming School Development Plan. In order to raise the students' ability in reading to learn, they will be given a good variety of meaningful reading activities and experiences to enhance their ability to read to learn. 	<ul style="list-style-type: none"> • Critical Friendship Programme is incorporated as a routine work to raise professional sharing among teachers in deepening learning & teaching effectiveness. • WiFi 900 and the refurbishing of the Multi-media Learning Centre have been completed to provide a well-equipped learning environment, infrastructure and network for carrying out IT in Ed programmes.

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
<p>2. Career & Life Planning</p> <ul style="list-style-type: none"> To enhance students' self-understanding To enrich students' knowledge of various academic pathways To equip students with necessary skills and values for their development in the future course of life 	<p>Partly achieved:</p> <ul style="list-style-type: none"> To enrich students' self-understanding, Individual Student Planning (ISP) and various programmes such as S1 Training Camp, Goal-setting workshop and Life Education Programmes were conducted in S1. To develop S2 students' interpersonal skills and the sense of serving the needy, Community Service and Personal Growth Programmes were conducted. To enrich S3 students' self-understanding for NSS studies, a number of activities were held, such as Sharing sessions by alumni, workplace and institutions visits, group counseling, etc. To enhance S4 to S6 students' understanding on choosing suitable pathway, various programmes and activities were organized, such as Life Planning Activities, Interview Skill Workshops, Career Assessments, Mock DSE Result Release Workshop, etc. 	<ul style="list-style-type: none"> The ISP Programme for S1 and S2 would be further enhanced for better integration with other areas of school life of the students – to help students develop a better understanding of their learning experiences at school. Enriching S3-S6 students' knowledge of various academic pathways and equipping them with necessary skills and values for their development in the future course of life have also become routine tasks of the Career & Life Planning Team. Helping students to set goals and to have a direction for their future course of life continues to be one of the major concerns in the coming School Development Plan. 	<ul style="list-style-type: none"> Class Teachers & Year Heads Team has been set up to facilitate the various Career and Life programmes. A Mentor-Alumni Programme (MAP) was launched by Career and Life Planning Team to enhance the sharing between students and the alumni on career and life experiences.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The school formulates the development plans, the Major Concern Plans and the implementation strategies in line with our mission and vision, trends in education policies and the school context. • Manpower and resources are properly allocated for the implementation of various priority tasks. Grants for specific purposes are properly utilized. • The formulation of policies is generally based on students' needs. In drawing up policies about the latest school development and its direction and strategies for the future, views of stakeholders are solicited and informed through appropriate channels. • Subject departments and school teams have formulated their Major Concern Plans and work plans in line with the development goals of the school, deployed resources appropriately, and implemented and reviewed their work plans as scheduled. The Principal, together with the Accounting Officer, takes charge of the priority tasks and monitor the use of resources. • Subject departments and teams periodically report on work progress and review their work effectiveness. In conducting reviews, details of both the implementation as well as evaluation of their effectiveness in relation to the targets set are done. • Daily operation of the school is smooth. There are clear procedures and specific guidelines for handling crises. Appropriate contingency and follow-up measures are taken to provide students with a safe and orderly learning environment. • The school has set up work schedule for SSE and systematically collects data and information for self-evaluation. Evaluation tools, such as MCP survey developed by the school and the Stakeholder survey and APASO survey developed by EDB, are carried out every year. They are used to analyse students' strengths and areas for improvement of the school. 	<ul style="list-style-type: none"> • Various task force groups are set up for different policy reviews. Extensive teacher involvement is found in some policy decisions but the transparency of the school management still needs to be enhanced. It can be done through involvements of the teachers in the process and appropriate dissemination of information. • Although some collaboration among departments has been done through LAC and cross-departmental activities, there is a need for better collaboration. The development of STEM provides a platform for cross-curriculum collaborations in the next development plan. Yet enhanced collaboration among teachers involved needs to be cultivated. • The data collected by the various surveys can be studied more in detail for the implications of the students' strengths and needs as well as for evaluating the work effectiveness. The use of data can be further explored in order to formulate effective follow-up actions in subsequent planning. • The use of the facilities can be better coordinated and the reservation of venues and equipment can be improved to ease the process and to avoid clashes.

PI Areas	Major Strengths	Areas for Improvement
2. Professional Leadership	<ul style="list-style-type: none"> • The school management is able to lead the school in the formulation of development goals with consideration of the education trends and various education policies. Internal resources are deployed and external resources such as different grants and funding are tapped to support various priorities. The progress of work and the utilization of resources are reviewed regularly. • The school management, including the Principal, Vice Principal, Assistant-to-Principal and Committee Heads, together with the key middle managers, including all the department heads and team heads are responsible and diligent. They mostly have professional knowledge of the work under their purview and are able to discharge their duties properly. They formulate the work plans with good alignment with the direction of school development and implement them systematically. • The working relationship between the school management and teaching staff is harmonious and communication is generally smooth. There is agreement on the direction of school development. • There is an established Staff Appraisal System, which is now undergoing review. All the teaching staff are involved in the process of formulating the new Staff Appraisal System. • The importance of Professional Development is emphasised. School-based Professional Development programmes, in the format of Staff Development Days or Learning Circles, are planned and conducted to align with the development goals of the school. Teachers, in general, pursue professional development from time to time. The Critical Friendship System has been well established and conducted systematically. This is a good platform to facilitate sharing among teachers as observers and being-observed. The Mentor-Mentee System has also been set up to enhance the communications and sharing between experienced teachers and the new teachers. 	<ul style="list-style-type: none"> • Due to the mobility of the teaching staff, some of the posts of responsibility may not be well sustained. The allocation of man-power needs to be reviewed from time to time. • The monitoring and evaluating role of the middle managers needs to be strengthened. • More team collaboration can be enhanced though currently it is quite acceptable. • The revised Staff Appraisal system is expected to be well-accepted by the teaching staff. More explanation and clarification are needed though. • Professional sharing is satisfactory and teachers have more readiness to open their classroom for observation. However, as a learning community, teachers may need to take more initiative and be more open-minded in opening their classrooms.

PI Areas	Major Strengths	Areas for Improvement
<p>3. Curriculum and Assessment</p>	<ul style="list-style-type: none"> • The Curriculum Team and the members of the Academic Committee help review and formulate the school-based curriculum yearly. Our curriculum framework not only encompasses all KLA, but also provides life-wide learning opportunities. The LWL curriculum is put forward in S3 and Experiential Learning Days are planned and implemented to expand students' learning horizon. Various subject OLEs and activities organized by the Outing and Service Team help enhance students' knowledge, generic skills and positive values and attitudes. • The school has deployed resources to cater for students' diverse learning needs, such as the split class arrangement in S1 and S2 EE lessons, provision of learning support for enrichment and enhancement after school and extended learning beyond lesson time. • Parents are well informed of the assignment and assessment policy through various channels such as parents' circulars and the school website. All the subject departments can implement the school assignment and assessment policy according to the school development goals. Department Assignment Inspection and School Assignment Inspection are conducted systematically with professional dialogue made. Teachers are able to design assignments, which cater for students' abilities and needs, with content and modes aligning with the learning focuses of the subjects. Teachers can generally provide specific feedback on student performance to help them improve in their learning. • There is a well-established mechanism for monitoring curriculum implementation. Class observation and assignment inspection are adopted to review and understand the progress and effectiveness of the teaching. Information and data in relation to curriculum and performance assessment are collected to assess students' learning performance as well as to evaluate the curriculum planning and the implementation. 	<ul style="list-style-type: none"> • Curriculum renewal of subject departments should go on with better alignment with the development needs of the society / future generation. • Curriculum bridge between junior level & senior level can be further enhanced not only in department level but in the sense of the education needs of the students in their 6 years of secondary studies. • The collaboration among subject departments, committees and the school library could be strengthened in order to boost the students' self-directed learning habits and abilities. • Teachers can further make use of assessment data to make concrete analysis on students' learning performance and their learning needs in order to improve the curriculum planning and their teaching policy to enhance the effectiveness of L & T.

PI Areas	Major Strengths	Areas for Improvement
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Most students are willing to learn and take part in activities. They are able to follow teachers' instructions. They are attentive and well observe class discipline. They learn under teachers' guidance with good response. • Students in general can express their ideas clearly and completely when answering questions and giving oral presentation. Under teachers' instructions, they are able to take part in discussion and complete set tasks. They are receptive to others' opinions and are able to work collaboratively. • Students understand their learning performance through feedback from their assignments and assessments. With instructions, they can complete tidy, well-organized assignments and demonstrate good creativity in their works. • Teachers are able to make use of the learning materials and teaching resources to achieve the learning objectives. They also arrange multifarious learning activities both inside classroom and outside school as subject OLEs to help students learn the content. • Teachers are supportive and they observe the learning diversity in class. They encourage students of different abilities to engage in learning. Student engagement in lessons has been a focus in our major concern plan. • Besides VA in senior forms, teachers use English as the medium of instruction in line with the school policy. Their explanations and instructions are clear and they are able to enhance classroom teaching through questioning. • Teachers possess professional knowledge and understand the development of their own subjects. They have suitable expectations of their students. They encourage students to respond to questions and constantly give encouragement and praise. Learning opportunities after school such as EE classes and outside class activities such as outing and field studies are arranged to help students consolidate what they have learnt. 	<ul style="list-style-type: none"> • The students' initiative in learning needs to be strengthened. They can be guided to verbalize their ideas to consolidate what they have learnt. • The students' independent learning skills, including various study skills and e-learning skills, need to be strengthened. They have to learn to become a self-directed learner. • Some teachers are still keen on using lecturing mode in their teaching. More opportunities are required for students to participate in the lessons and to develop their higher-order thinking skills. • Feedback on student performance can be strengthened. Some follow-up on students' work is not specific enough to facilitate learning.

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> • The school has structured the “Year Heads” system to foster collaborative culture among the different parties such as Class Teachers, Academic Committee and Student Support Committee. The basic needs of students are identified by various means and support services are provided to students in need. • Various programmes and activities such as Individual Student Planning, Personal Growth Programme, Goal-setting workshops S1 & S4 Training camps are organized to provide students with various experiences or training in self-recognition, interpersonal relationships and social life. These measures not only train them to manage emotions and develop personal interests but also to attain physical fitness. The school has used resources such as the “Career and Life Planning Grant” to help students understand their individual strengths, interests and aptitudes as well as provide them with information on further studies and careers. • The school is able to provide systematical comprehensive life planning education at different development stages and render individual or group guidance and support relating to further studies and careers. • Various posts of responsibility have been created for students to develop their leadership skills and positive attitudes in serving others. • Subject departments and teams have provided students with appropriate support such as enhancement/ enrichment programmes and bridging programmes to cater for students’ diverse learning needs. The school continuously reviews the use of resources in enhancing the quality of programmes and monitor its effectiveness in teachers’ planning and evaluation meetings. • There is a harmonious working relationship among staff. Teachers are cooperative and helpful. They care about the students and give them praise and encouragement; thus score on the item “T-S relationship” of the Teaching Evaluation is always good. The students demonstrate good discipline and respect their teachers. Most of them get along well with others. Many of them are willing to serve others as a student leader. • Students enjoy campus life and are satisfied with the school environment. “Campus 2020” is launched, which aims at providing a comfortable learning environment with facilities that are able to meet the needs of students. 	<ul style="list-style-type: none"> • The evaluation of the overall effectiveness of the support services can be strengthened for the necessary follow-up actions. • Students’ self-management skills and time management skills need to be strengthened in order to help them strike a balance between their studies and services. • The role of the class teachers and subject teachers as a discipline teacher and guidance teacher can be further enhanced to raise the capacity of the teaching team and to minimize the reliance on the discipline and guidance teachers in student support.

PI Areas	Major Strengths	Areas for Improvement
6. Partnership	<ul style="list-style-type: none"> • The PTA has been established since 1995. It is a good platform for home-school cooperation. Members of the PTA as well as the Parent Manager in IMC are enthusiastic and proactive. They trust the school and support its direction of development. They participate in various school events and organize activities to enhance relationship among parents, teachers and students. They collect parents' opinions towards the school and takes follow-up actions accordingly. • PTA members organize a number of social and parent-child activities annually to enhance home-school cooperation and communication. • The school sees parents as an important stakeholder in supporting student development. In recent years, parents are not only invited to school activities such as Sports Day and Singing Contest but also the assemblies, in which the religious theme of the year is conveyed. They help parents understand how the school nurtures students with positive values and moral virtues. Through various education talks organized by PTA, parents are enhanced with the knowledge and skills needed for educating their children. • In order to widen the horizon of the students and to promote whole-person development as well as to enrich their learning experiences, various activities both inside school and outside school are organized. The Outing and Service Team plans and conducts overseas study tours and local OLE activities while the Student Leadership & Interflow Development Team is set up to promote interflow activities for a closer link with local and overseas 'partner' schools. The links and professional exchanges with external organizations and schools have been strengthened in recent years. • To promote the school's sustainable development, the alumni take an important role. They care about the development of the school in various aspects. Some offer helps in student support programmes such as being mentors or tutors of students. Some actively participate in the alumni association and the school activities. Some generously donate scholarships and funding for the education needs of their sister schoolmates. 	<ul style="list-style-type: none"> • The parental involvement in the school's development can be strengthened. • The alumni involvement in the school's development can also be strengthened. • The interflow and exchange programmes can be better promoted and better planned and coordinated.

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> • Our students are well-behaved and have good nature. They are obedient and self disciplined. • Most of them are willing to learn and are able to follow teachers' instructions in their studies. • Students enjoy school life. They understand the importance of social harmony, civic obligation and their national identity through Liberal studies lessons, activities organized by Moral and Civic Education Team as well as the public propaganda. • Many of them master a good standard of self-management skills. They understand the importance of having a healthy lifestyle and are willing to pursue it. • Most of them know how to handle stress and are able to maintain emotional balance but some may need help to tackle their emotions and stress. • The students have very good behavior at school. The number of demerit or misconduct given as punishment to students for misbehavior is relative small while that for merits given to students for good behavior is great. • Most of the students get along well with their peer groups. They are able to build good interpersonal relationships. The bullying case is very rare. 	<ul style="list-style-type: none"> • Students' concern and interests in social issues can be boosted in order to help them understand better the social reality. • Students' understanding and ability of handling stress should be strengthened. • Some students are quite absent-minded and care free. The missing homework records are high. The detention class system and measures on helping students build a better learning habit should be enhanced. • The class flow can be better monitored to ensure students flow fast and quietly between lessons.

PI Areas	Major Strengths	Areas for Improvement
8. Participation and Achievement	<ul style="list-style-type: none"> • Many of them are willing to be a student leader to serve their fellow schoolmates. They agree that after taking the training sessions, they improve in their social and leadership skills. • There is good attendance rate of students in school level, department level and team level activities. • Students enjoy school life and have good involvement in school functions and activities. • Students are able to get awards and prizes in various competitions and programmes which they take part in. 	<ul style="list-style-type: none"> • The self-confidence of students needs to be enhanced. • Students can express more about their thinking and feeling in various means such as oral presentation or in written format. • Students heavily rely on teachers' teaching in their pursuit of knowledge. Their independent learning ability can be strengthened. • The qualities of programmes organized by students can be further enhanced. • Students' potentials can be further stretched in order to perform more outstandingly in competitions and increase the number of awards achieved.

SWOT Analysis

Our Strengths:

- With a clear vision and mission of providing quality Catholic Education, the school has a good reputation in the Tsz Wan Shan District. The intake of students is persistently good.
- The teaching staff are supportive and hardworking, who are enthusiastic in professional development. With good practices of critical friendship as well as mentorship programmes between mentor & mentees, good collaboration is built up to promote professional sharing among teachers. With willingness to adopt new teaching strategies, the teachers work diligently to achieve a high standard of teaching effectiveness.
- Our students are well disciplined and caring. With good nurturing of knowledge, skills and values through structured lessons and co-curriculum activities, they can stretch their potentials and excel themselves for a better future. Students are creative in organizing activities and have shown increasing interest in stage performance. With the provision of various performing opportunities such as Musicals and TOP Days, students are able to have a platform to display and develop their skills and potentials.
- With good emphasis on communication and collaboration, the administrative processes are systematic and clear. Information is disseminated effectively through various channels such as e-Circulars, i-mails and emails.
- The value education of the school is comprehensive and effective. The core values of the school are well spread to the whole school community through the concerted effort of different parties.
- The stakeholders such as parents and alumni are supportive. They provide invaluable assistance to various school functions and back up important decisions of the school.
- Good network and relationship with the external institutions were built up. There are more opportunities for interflow and exchange of students both locally and overseas.

Our Weaknesses:

- Our students, like many adolescents in Hong Kong, are self-centered and lack of problem-solving skills. They are not proactive and self-motivated enough. This poses great pressure on the school and the teachers to provide them with different sorts of attention, guidance and enhancement.
- With increasing social expectation and constraints on resources and manpower, the workload of teachers has never been lessened. Moreover, teachers need to get abreast of up-to-date teaching pedagogies such as IT and STEM, which could be challenging and energy-draining at the beginning.
- Though there is increasing concern from parents, the support from them in helping students build up good learning habits is still limited. Some parents may place over-reliance on teachers to tackle the problems that their children are facing in both academic and social aspects.
- As a focus of development, the IT network & infrastructure are gradually in-shape to provide support for teachers to adjust their teaching pedagogies to help students adopt effective learning strategies and independent study skills. The process demands not only infrastructure resources but also adequate human resources in IT.

Our Opportunities:

- Towards our 50th Anniversary, the school has accumulated good experiences and references in learning and teaching as well as in school administration. Strategies are adopted with high autonomy in effective learning and teaching, alignment and betterment of curriculum, assignment and assessment as well as enrichment and enhancement programmes.
- Our participation in “IT in Education Phase 3-WiFi 900” has completed to provide the school with proper network and infrastructure to keep abreast of the latest trend of IT in Education.
- With the provision of various funding from the Government, the school would have more resources on developing different educational programmes both in L & T domain such as STEM and IT in Ed as well in Student Support domain such as taking care of SENs and support from Educational Psychologist.
- To celebrate the 50th Anniversary of the school, various programmes and events will be launched, which will be an excellent platform for collaborative subject OLEs, collaborative subject mapping e.g. STEM and integrated learning experiences. This is also an invaluable opportunity for the collaboration of different stakeholders, such as the alumni and parents in providing support and resources to enrich the other learning experiences of the students.
- In order to provide the students with a comfortable learning environment and up-to-date facilities conducive to effective learning and teaching, the project “Campus Development 2020” has commenced in 2018. The project not only aims to provide new venues and facilities which facilitate L & T but also to stimulate the creativity and collaboration among members of the school community.

Our Threats and Challenges:

- Challenges from an increasing number of students with special needs, an increasing number of Non-Chinese Speaking students as well as the greater learning diversity among students inevitable pose pressure in the school community. This demands not only additional resources but also training of the staff to properly deal with the needs of the students.
- A majority of students today lack of reading habit and find it difficult to learn independently. To nurture students with a good reading habit and a self-directed learning attitude can be one of the unavoidable educational directions.
- New education trend towards the use of IT and SMART equipment may pose difficulty to teachers. Teachers may lack knowledge and experience in adopting the pedagogies about the education development directions such as IT in Ed and STEM. Staff development and related training are thus essential to help teachers keep abreast of the latest teaching technologies. The school is also under the pressure to upgrade the various infrastructure and related facilities to catch up with the needs.
- One of the most important concerns of the school is to cultivate good values and a wholesome personality of the students. This requires abundant personal touch and contact time between students and teachers. With the heavy workload from different school works, the ability to maintain work-and-life balance makes it a real challenge to teachers.

3-Year Development Theme

Deepening sustainable learning capability –
Making a Difference
持續學習，開拓未來

Major Concerns for a period of 3 school years

- 1. To deepen Learning & Teaching Effectiveness**
- 2. To enhance Career and Life Values**

School Development Plan (2018-2021)

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
1.To deepen Learning & Teaching Effectiveness	<ul style="list-style-type: none"> • Students are able to learn effectively through tailor-made learning materials, assignments & assessments, personalized feedback as well as a good variety of e-learning platforms • Students are provided with chances for a wider exposure of learning experiences through an updated curriculum, in content and spirit, as well as more meaningfully integrated learning experiences • Students are equipped with the different learning skills necessary for verbalization of ideas to consolidate and regulate their own learning • Students are given a good variety of meaningful reading activities / experiences to enhance their ability to read to learn 	✓	✓	✓	<p>1. Catering for learning diversity for effective learning</p> <ul style="list-style-type: none"> • To diversify learning materials and assignments • To implement feedback for learning and teaching management • To enhance learning and teaching effectiveness through e-learning <p>2. Enriching Learning Experience by Curriculum Development</p> <ul style="list-style-type: none"> • To review school-based curriculum to align with the educational development spirit • To promote interdisciplinary learning (school-based e.g. STEM, LAC) <p>3. Enhancing Learning and Reading Skills for self-regulated learning</p> <ul style="list-style-type: none"> • To develop skills for verbalization of ideas to help students to reflect their own learning • To raise students' ability in reading to learn

Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies
		Year 1	Year 2	Year 3	
2. To enhance Career and Life Values	<ul style="list-style-type: none"> • Students are nurtured to be persevering and resilient • Students are trained to set goals and to have a direction for their own course of life • Students are able to reflect and make meaning of the experiences they undergo in school • Students are to undergo meaningful learning experiences conducive for leadership development and an enhanced readiness to take on responsibility 	✓	✓	✓	<ol style="list-style-type: none"> 1. Cultivating the Culture of Positive Thinking 2. Developing students' initiative and self-direction 3. Promoting leadership capacity and responsibility

Endorsed by
The Incorporated Management Committee
of
Tak Oi Secondary School

Submitted by : *Kitty Wong*
Ms. Wong Sau Ping, Kitty
Principal

Date : 31 October 2018