



Tak Oi Secondary School

School Report
2024-2025



Transformation for the Good of All

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Tak Oi Secondary School

School Report

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(1) Vision and Mission

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

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

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

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

(2) Achievements and Reflections on Major Concerns

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

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

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

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

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

Achievements
<p>The school has successfully raised the awareness of teachers and students to engage in learning and teaching process through applying knowledge to authentic situations as well as questioning and thinking. Subject departments created various opportunities and learning activities to meaningfully implement these elements in the learning and teaching process. In subjects such as Geography and BAFS, students engaged in explaining the reasoning behind MCS answers to promote their critical thinking and deeper comprehension of the material. Students in science subjects and ICT connect theoretical knowledge with practical applications in real-world settings, enhancing the relevance of their learning. Assignments in subjects also include daily life scenarios and news exercises that expose students to current issues, encouraging them to engage with real-world topics and develop a broader perspective in their understanding of the subjects. Reflective tasks in Reading Lessons and subjects like Visual Arts as well as Ethics and Religious Education encourage students to strengthen their sensitivity of self-understanding as well as positive values in their lives, fostering their personal growth and ethical reasoning.</p> <p>The Extended Curriculum, including phenomenon-based learning in S2, IGNITE entrepreneurial curriculum in S3 and Inquiry Studies in S4, effectively connected classroom learning to daily life, enabling students to showcase their empathy as well as creativity in ideation and problem-solving. Students became adept at identifying problems, analysing situations and developing actionable solutions through these experiential learning experiences, equipping them with skills like resilience, adaptability and collaboration.</p> <p>Apart from subject and cross-disciplinary learning, students were exposed to a wide range of life-wide learning experiences that nurtured them with these skills and values. These included workplace visits and job shadowing activities, CTP individual sharing sessions, S3</p>

Movie Appreciation on Experiential Learning Day and S4 tutoring service to primary students. These experiences expose students to real-world professional environments helping them understand workplace dynamics and expectations, reflect on their personal experiences and insights, and foster a sense of accountability and independence while navigating challenges and seeking effective ways throughout the process. Moreover, the leadership members were able to develop new activities such as Joint School Talent Contest as an opportunity not only to enhance their leadership skills but also cultivate their qualities to adapt to new situations and collaborate with others with flexibility.

These achievements can be reflected from the following results of MCP Survey and Stakeholders' Survey(SHS) in 2024 – 2025.

MCP Survey 2024 – 2025

	Average (1st term)	Average (2nd term)
I am willing to express my ideas in class.	2.63	2.64
I am willing to raise questions inside and outside the classroom.	2.66	2.72
I can apply the acquired knowledge and skills on handling daily life situations.	2.85	2.88
I can think of different solutions when facing problems.	2.95	2.97

SHS (Students) 2024 – 2025

Item	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Teachers' questions inspire my thinking inside and outside of the classroom.	12.0%	49.0%	31.3%	5.8%	1.9%	0.8%
Teachers often allow us to explore a variety of topics inside and outside of the classroom.	12.6%	53.8%	26.7%	4.8%	2.1%	0.5%
Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	14.6%	51.5%	25.8%	5.8%	2.4%	0.5%

Teachers continued their life-long learning spirit for professional development through school-based staff development workshops, learning circles on AI and lesson studies, and critical friendship exercise. Most teachers agreed that students' learning became effective or highly effective when integrating thought-provoking questions or authentic situations in lessons. Teachers participating in lesson studies and critical friendship exercise also expressed that they were able to share their observation and suggestion through professional dialogues, fostering their professional reflective spirit and development of effective teaching pedagogies. From the SHS results, most teachers expressed that they were aware of and able to integrate graded questions, constructive learning pedagogies and various learning opportunities that enable students to develop creative problem-solving skills.

SHS (Teachers) 2024 – 2025

Item	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I often ask questions of different levels to inspire students' thinking inside and outside of the classroom.	11.5%	67.3%	19.2%	1.9%	0%	0%
I often engage my students in active inquiry and construction of knowledge inside and outside of the classroom.	13.5%	67.3%	15.4%	3.8%	0%	0%
I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	11.5%	67.3%	15.4%	3.8%	1.9%	0%

Reflection

The school has successfully fostered an environment where both teachers and students were willing to participate in the learning process. Authentic learning experiences such as real-world applications and reflective tasks have significantly enhanced student engagement and critical thinking. Subject departments have also developed diverse opportunities including practical application and assignments with current issues. This variety supports deeper comprehension and relevance in students' learning. Extended Curriculum and Life-wide Learning experiences promote skills and attitude that are essential for student development while encouraging independence, accountability and resilience. Overall speaking, the curriculum development and coverage have significantly supported the implementation of the major concern as well as students' whole-person development.

Continuous professional development for teachers through workshops, learning circles, and collaborative exercises empowers teachers to integrate effective pedagogies in their lessons and to enhance their reflective spirit for the enhancement of learning and teaching effectiveness. Teachers' readiness and willingness in developing and exchanging professional ideas have laid a strong foundation for further professional development that will have a deeper integration into classroom teaching and enhancement of whole-school teaching effectiveness.

In order to further strengthen students' creative problem-solving skills, the school should strengthen the consistency of student engagement and subject implementation. The integration of thought-provoking questions and authentic situations uniformly applies across all subjects will enhance the overall effectiveness of the learning experience. The school should also explore a more systematic approach to develop thinking skills that can enhance students' ability to articulate thoughts and engage in discussion with higher confidence. External resources or professionals will also help teachers to develop new teaching strategies or empower teachers to fully execute innovative pedagogies.

Feedback and Follow-up

The school will continue the promotion of student-centric approach, where students are encouraged to explore and construct knowledge actively in the learning process. For example, students will be given sufficient opportunities to reflect on their experiences after learning activities so that they will enhance their thinking skills as independent learners and be more aware of their growth journey for more independence and flexibility. Teachers in S1 will be required to use a question to conclude their lessons in which students will not only extend their learning beyond classrooms or reflect on their learning progress after class.

The emphasis on teachers' professional development will be strengthened to foster the culture of sharing best practices, leading to collective growth and improved student learning outcomes. Teachers with good teaching practices will open their classrooms to other teachers for professional exchanges. A whole school sharing session will be organised for teachers to highlight their insights and directions for teaching pedagogies development in May. The school will also collaborate with the Education Psychologist for some effective teaching pedagogies that can enhance students' learning, particularly in reading comprehension and English learning.

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

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

Achievements

Achievements were demonstrated through the progress of strategies implementation. S1 students were equipped with essential learning skills in view of their adaptation to secondary school education. These included graphic organisers to categorise and compare features, basic reading and writing skills to digest information and express in English, as well as verbalisation skills to articulate their ideas with courage and organisation. This programme allowed students to acquire necessary skills to adapt into secondary school education, together with programmes that helped them build basic social skills and positive attitude towards new environment, system and people. In the second term, the Learning Support Team collaborated with Class Teachers and Subject Teachers to cultivate students with effective note-taking skill for higher learning effectiveness.

S2 - 6 students were also provided with learning experiences that enhanced their self-management skills, namely note-making skills in S2, S3 Subject Selection, S4 Leadership Training, S3 and S6 Career Counselling Groups and S6 Personal Colour Workshop. These whole-form activities enabled students to acquire Cornell note-making skills for better learning organisation and clarity, to deepen their self-understanding for setting appropriate goals and fostering decision-making skills, and to learn about task prioritisation, teamwork

and communication when organising community events through the Leadership Training Programme.

Other workshops organised for specific groups including Monitresses School Prefects, Guidance Prefects and major Student Leaders further heightened students' awareness and increased their capability in handling duties at various leadership roles and responsibilities. Students were engaged in the workshops and given platforms to share their reflection and insights during the workshops. After the workshops, these students had to make use of the acquired knowledge and skills to organise activities for fellow schoolmates or to serve the school community. Throughout organising activities, they demonstrated their goal setting skills, decision making skills and task prioritization skills.

The school has expanded the learning and teaching support with the purchase of Online Question Bank and Diagnostic Feedback System for all teachers and students, in which teachers and students were empowered to widely adopt quality assessment platform with questions mainly from past papers provided by the Hong Kong examinations and Assessment Authority as well as to improve the effectiveness of assessment activities through the use of assessment data. Teachers found the platforms useful in catering students' learning needs with different sets of questions and earlier preparation for students in understanding the requirements of HKDSE questions. These tools would also be useful if students were equipped with sufficient awareness and skills to use them as self-learning tools. In order to implement the tools more effectively, a teacher workshop was organised by the EdCity before its launch.

The following figures have shown students' enhanced awareness and readiness in targeted self-management skills after a year of learning experiences and workshops.

MCP Survey 2024 - 2025

	Average (1st term)	Average (2nd term)
I can allocate my time according to the urgency and importance of the issue.	2.63	2.64
I can find necessary information through online resources.	2.66	2.72

SHS (Students) 2024 - 2025

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
I know how to set my own learning goals.	11.1%	42.0%	34.4%	8.8%	3.7%	1.0%
I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources.	11.4%	44.5%	32.6%	7.6%	3.9%	1.0%
I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my	12.8%	46.7%	31.6%	6.4%	2.4%	0.8%

assignments, in order to reflect on and improve my learning.						
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Reflection

Tailor-made curriculum and learning skills workshops were found most effective in helping students develop better self-management skills since they specifically responded to the development stage and needs of students. Through teachers' experiences, observations and students' learning outcomes, the school could identify the needs of students in different forms and design appropriate tasks and workshops. Collaboration among different subjects, teams and teachers was also another key factor helping students to continuously apply and adjust the skills so that they could find the most suitable methods to manage their learning. The effectiveness of workshops would be even more significant if students were allowed to learn through doing together with reflective tasks. These experiential and reflective elements enabled students to concretely realise their strengths and weaknesses so as to enhance their management skills from time to time.

Apart from empowering students with useful self-management skills, the school also noticed students' difficulty in striking a good balance of school life among taking leadership posts, school activities, study and rest. Students with more prominent leadership posts in school expressed that they required more space and time to manage tasks and to develop their creativity in execution. The school could consider reviewing the expectation and arrangement of some student leadership posts so that students could sharpen their leadership skills and serve the school community while being able to continue a relatively more balanced and healthier lifestyle.

Feedback and follow-up

In view of students' and teachers' feedback from the notetaking and making workshops, the school could develop other learning tasks or materials about self-management skills for class teachers to deliver in the Class Teacher Period. These learning skills workshops could also be extended to senior form students among whom some of them may find it challenging to handle HKDSE curriculum. For example, Pomodoro Technique, ABCDE Method or Eisenhower Matrix could be introduced in form meetings for better time management and task prioritization. With the participation of class teachers, closer observation and consistent encouragement could be given to students for executing the skills they acquired.

The Online Question Bank and Diagnostic Feedback System could be further promoted to the subjects supported by EdCity as well as to senior form students. This could give extra support to help students develop self-learning skills for the preparation of HKDSE.

The school would review the arrangements and expectations of some prominent student leadership posts namely Student Council and Four Houses so that students could maintain the opportunity to develop their leadership skills and serve the school community while having sufficient time to rest and devote themselves to their studies in S5 and S6.

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

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

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

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

Achievements
<p>The school's anniversary celebration created significant meaning for the whole school community to collaborate and celebrate. Together with the promotion of key values on courtesy and unity in 2024 – 2025 by the Values Education Team, teachers and students underwent many learning opportunities to experience, reflect and acquire the necessary skills for developing positive and healthy relationships.</p> <p>Students were given meaningful and suitable platforms to collaborate, communicate and learn how to resolve conflicts. In daily lessons, teachers consistently provide students learning tasks that require interactions and communication such as group discussions or role-play as well as expressing and commenting on views. With reference to the first Major Concern, teachers designed authentic situations in relation to their subject knowledge and skills so that students sometimes were required to solve the situations in teams. In the core learning element of the Extended Curriculum, students were required to work in groups to create solutions or plans for a common goal, in which students were gathered to achieve the same mission through communication and collaboration. Teachers as the facilitators guided students to solve problems and come up with an agreed solution with understanding and support.</p> <p>Students were also exposed to a wide range of activities that required teamwork beyond classrooms. For example, Mock Trial Competition and English Debate Team required students to work as a team for establishing reasonable and sound justification to support their motion. Students performed very satisfactorily and attained outstanding achievements with their teamwork and critical thinking. The student leaders also received focused training on empowering them with appropriate skills to communicate and build up teamwork in their own capacity. They demonstrated enhanced and satisfactory performance through their leadership and communication skills when organising activities and leading the school community for a common goal in the 55th anniversary celebrations. They reflected that healthy relationships were to create enjoyable experiences through open dialogues, respect and support to each other's individuality.</p> <p>In order to support teachers for cultivation of healthy and positive relationships in class, a Learning Circle was organised to encourage professional dialogues on class building in which teachers shared strategies on setting boundaries and organising class activities or discussions in Class Teacher Period that helped students to build up relevant skills, foster</p>

mutual understanding and strengthen class spirit. Teacher also experienced professional workshops and activities that strengthened the collaborative spirit among the teaching force, demonstrating to teachers the importance of positive and healthy relationships in a team as well as becoming role models for students to learn from.

Students demonstrated enhanced and strong connections with the school, the teachers and their peers through instilling important positive values education and various experiential learning activities. These could be reflected by the following survey results:

MCP Survey 2024 – 2025

	Average (1st term)	Average (2nd term)
I can develop healthy peer relationships.	3.12	3.11
I can reach a consensus with my classmates through appropriate communication skills when we have different opinions.	3.11	3.08

APASO Survey 2024-2025

	Totally satisfied	Satisfied	Not satisfied	Not at all satisfied
How satisfied are you with each of the following?				
a) Relationship with your teachers	13.7%	75.2%	7.8%	3.3%
b) Your life at school	12.4%	65.3%	17.0%	5.3%
c) What you learn at school	9.4%	74.0%	12.6%	4.0%

KPM 2024 – 2025

	2023/24		2024/25	
	Q-scores	P-scores	Q-scores	P-scores
Honesty (Act of Honesty)	116	85.7	116	85.7
Morality (Importance)	115	84.1	116	85.7
School Atmosphere (Not Lonely)	92	29.7	97	42.1
School Atmosphere (Belongingness)	101	52.7	104	60.5

SHS (Students) 2024 – 2025

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
The school actively teaches us how to get along with others, such as showing respect for others and being considerate.	16.7%	51.4%	25.8%	3.2%	2.9%	0.2%
My schoolmates respect the teachers.	18.9%	49.1%	26.2%	4.0%	1.8%	0.8%
My schoolmates and I help each other and get along well.	24.7%	47.8%	22.0%	3.9%	1.6%	0.8%
I receive support and encouragement from teachers.	16.9%	46.5%	28.9%	4.7%	3.1%	1.0%

<p>Reflection</p> <p>The integration of various departments and teams in planning and executing learning activities fostered a unified approach, highlighting school development focus and enhancing student involvement. This collective commitment to improving communication and collaboration skills created a supportive environment that encouraged student involvement. It was also observed that these life skills were best acquired through engaging students in real-life scenarios and experiential learning that encouraged student participation. Students were motivated to refine their collaborative and communication abilities if they were given opportunities to showcase their skills and celebrate their successes. A positive atmosphere would be fostered and further participation in collaborative tasks would be encouraged.</p> <p>Throughout all the experiences, students were exposed to possibilities of conflicts and challenges, they required teachers' support and guidance to develop their skills in expression and conflict resolution. Ongoing training for teachers and a culture of collaboration among teachers were necessary to help implement effective methods and to create a support network that benefitted both teachers and students. With appropriate mindset and interpersonal skills, positive and healthy relationships could be built and sustained.</p>
<p>Feedback and Follow-up</p> <p>The school will continue strengthening the positive atmosphere through the promotion of the prioritising values "Diligence" and "Responsibility", encouraging all stakeholders in the school community to sustain the practice of effective interpersonal skills as well as the positive and healthy relationships built. The Religious Theme "Together We Hope, United in Joy" will also be adopted to deepen students' understanding of creating a cohesive environment filled with hope and joy through a whole-school approach.</p> <p>The Staff Formation and Development Team will review the professional staff development programmes focusing on team building and well-being workshops so as to further enhance communication and collaboration among teachers and increase the staff morale. This will benefit teachers for experiencing the importance of developing positive and healthy relationships at workplace, followed by personal experience sharing with students and reinforcing the meaning of implementing the major concern plan.</p>

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

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

<p>Achievements</p> <p>The school has successfully drawn the concerted effort of departments and teams on developing meaningfully defined purposes in subject curriculum and students' learning experiences. Each learning module and lesson was designed with clear and well-defined learning objectives, ensuring that students understood the purpose and expected outcomes</p>

of their studies. The enriched content in curriculum through the review of subject content also helped teachers and students to once again recognise the focus of subject learning.

Under the anniversary theme of “Transformation for the Good of All” as well as the development of S2 – S4 Extended Curriculum, students were inspired the power of transformation, encouraging them to notice the meaning of sharing and contribution as well as the meaning of life with the God-given talents. Students actively involved in the organisation of anniversary events including souvenir design and marketing strategies, fund-raising activities, English Musicals, Open Days and SDG world-record breaking activities. These activities and participation allowed students to share their talents, create lasting memories, be motivated to engage positively in school, and foster a sense of community and belonging. They exhibited their abilities and experiences on how their learning in subjects or school benefited their personal growth and brought inspirations through sharing their learning outcomes and talents.

S4 Experiential Leadership Programme was revised to a project in which S4 students organised workshops to promote S1 students’ awareness towards underprivileged groups in the society and to guide S1 students to take actions for improving the life of the group. This programme not only empowered S4 students to address social needs and contribute but also strengthen the sisterhood between S1 and S4. The self-directed process enabled students to develop the sense of meaning and ownership, resulting in enhancing their motivation to become better in learning and their whole-person development.

Students’ diverse talents were recognised and celebrated via whole-school events and display, giving them encouragement and motivation to continue their learning and development in all areas. Apart from the above platforms, the school also implemented a wide range of recognition programmes including scholarships and awards as well as school-based and subject-based award schemes. The recognition programmes in the school not only celebrated academic achievements but also social contributions and personal growth. This year, the school increased the nominations of students in participation of external scholarships and awards, allowing students to receive recognition and appreciation from quality external organisations and to empower them with positive mindset and confidence in their abilities and potentials. The school also expanded students’ participation in leadership and key events to junior forms, hoping that students would strengthen their sense of purpose at a younger age and enhance their confidence for future development. For example, most of the cast and participating students in the English Musical were junior form students who demonstrated significant transformation in their learning motivation and whole-person development. The below survey results of the school also reflected the success of cultivating the sense of meaning in life as well as their motivation in learning.

KPM (2023/24 and 2024/25)

	2023/24		2024/25	
	Q-scores	P-scores	Q-scores	P-scores
Meaning in Life (All Students)	101	52.7	109	72.6
Meaning in Life (Senior Form Students)	109	72.6	114	82.5
Meaning in Life (Junior Form Students)	93	32.0	105	63.1

APASO Survey 2024-2025

	Strongly Agree	Agree	Disagree	Strongly Disagree
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My life has clear meaning or purpose.	16.6%	53.9%	22.5%	7.0%
I have discovered a satisfactory meaning in life.	15.6%	54.2%	22.8%	7.3%
I have a clear sense of what gives meaning to my life.	15.7%	56.9%	20.1%	7.3%

MCP Survey 2024 – 2025

	Average (1st term)	Average (2nd term)
I am willing to participate in lessons.	3.02	3.00
I think learning is meaningful.	2.91	2.94
My school can help me develop positive emotions.	2.56	2.58

Reflection

To successfully enhance students' engagement and motivation in learning, clear learning objectives along with enriched curriculum content and authentic learning tasks helped students understand the relevance of their studies, fostering their deeper comprehension and acquisition of the knowledge, skills and attitude during the learning process. Whole-school events with a common goal or meaning such as anniversary celebration and English Musicals provided platforms for students to showcase their talents, creating a sense of achievement and belonging that enhanced students' readiness and confidence in participation and contribution. The positive influence of peers participating in learning opportunities or events encouraged active engagement among junior form students. With more participation of junior form students, they would be able to be motivated at a younger age and sustained their sense of ownership throughout their educational journey in school.

Conversely, creating and sustaining students' motivation in learning required consisted and sufficient opportunities for meaningful participation, resilience to overcome challenges and failures, as well as consistent support and guidance from teachers. Some students might lose motivation when they faced fluctuating performance and noticed unpredictable difficulties.

Feedback and Follow-up

The school will maintain and enhance the clarity of learning objectives across all subjects as well as strengthening the student-centric pedagogical implementation. The Open Classroom practice for teachers will help teachers develop professional dialogues on how objectives can be communicated effectively and how engaging lesson plans can be integrated. A continuous development of the S4 Experiential Leadership Programme will further involve partnerships with local organisations or community projects, providing students with meaningful opportunities to contribute to society.

Furthermore, the talent pool will be further enhanced to earlier locate students' strengths in different areas and to expose them to a wider scope of learning opportunities beyond school. This could foster younger students a sense of ownership and responsibility early on. To address potential fluctuations in student motivation, the school will strengthen reflections after activities or events and also regular check-ins by teachers involved, allowing teachers to provide consistent support and guidance. By creating a safe environment where students can discuss challenges and celebrate successes, the school

will set up the 'Bounce Back Centre' for introduction of grounding techniques on resilience building among students.

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

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

Achievements

To promote a healthier lifestyle, several initiatives were introduced to enhance students' understanding of well-being and encourage regular physical activity. Subject curriculums were reviewed to highlight the importance of sports and arts as well as their roles in overall well-being. In Technology and Living lessons, S2 and S3 students engaged in hands-on activities connecting healthy eating with physical performance. S2 students created and garnished nutritious muffins designed for athletes, while S3 students focused on dishes using homemade plant-based meat, crafting creative items such as burgers, sushi, and sandwiches. These activities not only improved students' culinary skills but also deepened their awareness of the link between nutrition, aesthetics, and athletic performance, actively fostering healthier dietary habits.

To increase physical activity, various initiatives were implemented to promote the "MVPA 60" goal. S3 students participated in bowling lessons, and S5 and S6 students attended yoga classes, both of which received positive feedback. Bowling lessons, held at an external venue, offered real-world experiences that inspired students to continue the sport with family and friends. Additionally, sports experience classes introduced activities like pickleball, air storm, and Mölkky to teachers, students, and parents, fostering a sense of community while promoting fitness. Fitness tests revealed that 41.8% of S1 to S5 students improved their physical fitness, though tracking long-term exercise habits remained a challenge due to limited use of the "MVPA 60" record book. These efforts highlighted the significance of physical activity, offering diverse opportunities for participation and encouraging students to adopt a healthier lifestyle.

To promote routine exercise and align with the Sustainable Development Goals, the SDG Tai Chi Breaking Record initiative was introduced as a year-round program. The initiative provided monthly opportunities for students, teachers, and parents to participate in Tai Chi, which emphasized mindfulness, balance, and controlled movement. Led by student leaders, these sessions fostered leadership skills, teamwork, and consistent exercise habits. Tai Chi was promoted as a practical way to incorporate regular physical activity into daily life, with workshops and demonstrations raising awareness of its health benefits, such as stress relief, improved flexibility, and mental clarity. By encouraging consistent participation, the initiative successfully helped the school community develop regular exercise routines, contributed to their physical and mental well-being, and promoted to other communities.

Through the efforts of the school community, students' participation in physical activities showed steady levels, as seen in the MCP survey (4 Point Scale):

	Average (1 st term)	Average (2 nd term)
I participate in physical activities.	2.83	2.78

To foster students' aesthetic expression, the school implemented a variety of platforms and initiatives. Interested students enrolled to the workshops on souvenir design and production delivered by professional alumni, sharing their ideas and artistic skills on creating a series of souvenirs embedded with important core values and history of the school. The meaningful souvenirs received positive feedback and strengthened the bonding between the alumni and the present students. The collaboration between the Greening Ambassador and the Science Department on maintaining the hydroponic system and caring for the Dutchman's Pipe plant integrated science with aesthetics. This initiative offered students hands-on experience in hydroponics, including plant care and plant-based indigo dyeing workshops, while encouraging them to appreciate the beauty of nature.

Team-based activities strengthened students' connection to cultural traditions and artistic elements of Chinese heritage. The inter-class board design and festive decoration competitions, organized in collaboration with the VET, CTs, and YHs teams, encouraged students to express their creativity. For example, the Classroom Decoration Competition for the Chinese Lantern Festival, held on February 14, 2025, showcased beautifully decorated classroom doors reflecting the festival's cultural essence. Junior form students demonstrated exceptional creativity and pride in their cultural heritage through these projects.

Workshops such as seal carving and traditional paper cutting were organized for S1 to S5 students to expand their artistic abilities. Activities like sketching, painting, photography, and gallery walks were also incorporated into the Interflow program, fostering creative expression through hands-on learning experiences. A sharing talk by a faithful illustrator Little Half was also conducted to inspire students with her transformative journey of growth and her artwork.

Cultural exchange programs further enriched students' aesthetic understanding. A two-day exchange tour in September 2024 with Guangzhou No. 2 School featured recitations, performances, and activities celebrating art and culture. In March 2025, 28 S1 and S2 students participated in the Guangzhou Sister School Exchange Tour, where they explored Chinese culture through workshops on Traditional Chinese Medicine, embroidery, and seal carving. Similarly, in April 2025, 32 S1 to S5 students joined the Spain and France Study Tour, which included visits to the Picasso Museum and a religious art workshop, enhancing their appreciation of art and culture. These initiatives had a profound impact. Students won the First-Class Prize and Most Outstanding Performance Award, showcasing their refined aesthetic skills. Additionally, over 85% of participants agreed that integrating aesthetic elements into the tours enhanced the experiences, fostering creativity and making them more meaningful. Observations revealed that students were more engaged in hands-on activities, such as the religious art workshop, compared to passive visits like the Picasso Museum.

One of the most notable highlights was the performance of the musical *Dear Edwina Jr.*, which significantly demonstrated the students' aesthetic abilities. Over 100 students showcased their talents in drama, singing, and dance, captivating an audience of 1,200, including 600 external attendees. The audience expressed great appreciation for the students' dedication and outstanding performance, reflecting their hard work and creativity on stage. Through these efforts, the school successfully nurtured students' creativity, cultural appreciation, and

artistic talents, contributing to their holistic development and inspiring them to pursue lifelong engagement with the arts.

These efforts successfully fostered students' creativity, cultural appreciation, and artistic skills, contributing to their well-rounded development. as seen in the MCP survey (4 Point Scale):

	Average (1 st term)	Average (2 nd term)
I participate in aesthetics activities.	2.94	2.97
I appreciate aesthetics activities.	3.13	3.15

The table shows that students enjoy aesthetic activities (Activity 2) more than they actively participate in them (Activity 1), with average scores of 3.16 and 2.97, respectively. S1 and S6 students scored the highest across both activities, while S2 and S5 had slightly lower scores. Scores are consistent across terms, with no significant changes. Overall, the results suggest that while students appreciate artistic activities, there is room to encourage greater participation, especially among middle-grade levels.

Reflection

The school has demonstrated a strong commitment to enhancing students' physical and aesthetic development through well-structured initiatives. Programs such as the "MVPA 60" goal and regular whole-school physical activities have effectively promoted healthier lifestyles within the school community. These initiatives have not only improved students' overall fitness levels but also cultivated a sense of unity and encouraged the adoption of sustainable exercise habits. Students as the leaders to motivate students for physical activity was also a pull factor to engage students for whole-school exercise.

On the aesthetic front, the school has prioritized fostering development through active engagement and experiential learning, complementing theoretical knowledge. Insights from the MCP survey indicate that while students express enjoyment in aesthetic activities, their growth in this area can be further advanced by providing more opportunities for hands-on participation and immersive creative experiences. These initiatives may extend to the influence beyond school so that students will develop a stronger sense of meaning for developing and sharing their aesthetic talents.

Feedback and Follow-up

The school will continue organising whole-school exercises to strengthen students' habit on regular physical moves and to introduce simple but effective physical exercises that students can practise by themselves. Student leaders will also be invited as the leaders in whole-school exercise sessions as the best motivators to encourage their fellow schoolmates and the role models of healthy images. Breathing exercise before term tests and examinations will also be continued to help students focus, ease their anxiety and perform better academically.

To better meet students' needs and further enhance their aesthetic development, the school could enrich the components of CCA teams, such as photography, digital art, theater, or music ensembles, to broaden opportunities for creative exploration. Additionally, offering workshops or collaborations with external parties would provide students with immersive, hands-on learning experiences as well as empowering students to bring positive influence

through arts. These initiatives would not only encourage greater participation but also foster a deeper appreciation and development of aesthetic skills in a meaningful manner.

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

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

Achievements

The Enhanced My Pledge to Act provided necessary resources for the school to enhance a stronger awareness of media and information literacy through a whole-school approach, in which students and teachers were exposed to visits and workshops highlighting knowledge, skills and attitude related to the application of information and media in their learning and teaching. The Staff Development Day on Artificial Intelligence and Media Literacy provided teachers with hands on experience and discussion platforms on the possible implementation of Artificial Intelligence in their teaching as well as the cultivation of important values to students upon implementation.

Subject departments took the initiative to indicate the source of information in the learning and teaching materials and integrate the learning elements of information literacy meaningfully in their learning and teaching. For example, students were required to state the source of information during their group projects and information search in different subjects such as Tourism and Hospitality Studies and S4 English Extended Curriculum. Some subjects mainly the Citizenship and Social Development, Citizenship, Economics and Society, Information Communication and Technology as well as Computer Literacy addressed the learning elements more explicitly in their subject curriculum. From the integration of curriculum and learning activities, students learnt to apply their information literacy skills in real-world scenarios such as using the information to support their learning and developing their own ideas.

From the MCP Survey below, student demonstrated enhanced awareness and higher readiness in evaluating information more effectively. They were enabled to distinguish between credible advice and misinformation according to their needs through online resources.

MCP Survey 2024 – 2025

	Average (1st term)	Average (2nd term)
I can find necessary information through online resources.	2.66	2.72
I consider the authenticity and reliability of the information when using online resources.	3.12	3.22
I can develop my own ideas through online resources.	3.13	3.20
I protect my privacy when using online functions / tools.	3.33	3.37
I reject any inappropriate online behaviours.	3.47	3.49

<p>Reflection</p> <p>Empowerment through knowledge and application is key aspect of the whole-school approach to cultivate information literacy. By providing access to appropriate knowledge, skills and attitude through hands-on experience, students were given proactive engagement in exercising their critical thinking on information literacy. Therefore, integrating information literacy across the curriculum enhances the relevance of students' education by connecting their learning and personal growth, in which students learnt to apply their information literacy skills to real-world scenarios and realising the true meaning and functions of information literacy in their daily life.</p> <p>Teachers taking the role model effect on applying information literacy skills in their teaching is also an effective way to cultivate students' awareness of information literacy. With teachers quoting the source of information and conducting source evaluation, students can also understand the rationale for evaluating sources, citing information and applying critical thinking across disciplines. Collaborative learning and project-based learning were also found to be effective in assessing students' information literacy skills when they share and critique each other's sources and ideas during their research and information analysis process. However, subject departments were required to look for suitable and meaningful learning topics that could relate to students' learning in information literacy.</p>
<p>Feedback & Follow-up</p> <p>To better understand the implementation of cultivation information literacy in the school, a holistic review of information literacy curriculum will be completed in which different subject departments and teams will indicate what and how information literacy knowledge, skills and attitude are integrated in the curriculum as well as the learning and teaching activities. It is also important to develop some whole-school strategies to further enhance students' awareness and acquisition of information literacy skills. The school will develop a working group on brainstorming effective teaching strategies that can be adopted by departments and teams in the design of their teaching materials and learning activities. It is expected that a more comprehensive information literacy plan and some whole-school information literacy teaching strategies will be developed.</p>

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

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

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

Enhancing students' awareness of community, national, and global issues fosters a strong sense of connectedness. By understanding the broader context of their actions, students become

active, responsible citizens. This awareness builds a sustainable school community, where collaboration and empathy thrive, ensuring collective well-being and a commitment to positive societal change.

Achievements

The anniversary theme ‘Transformation for the Good of All’ aimed to deepen students’ understanding of their roles and responsibilities in key issues through programs, talks, and seminars, providing them with opportunities to explore significant topics and develop a holistic perspective on global challenges.

The S3 IGNITE project was successfully implemented as an interdisciplinary initiative from September 2024 to May 2025, involving collaboration among the Economics, BAFS, T&L, and ICT Departments. It provided students with a platform to apply their knowledge and skills meaningfully while addressing the needs of Hong Kong. Students designed and produced products for charity sales, with proceeds donated to “Home of Love.” The curriculum covered topics such as economic concepts, marketing strategies, accounting basics, and business planning, supplemented by alumni sharing sessions and startup videos. Through this project, students gained practical business experience, enhanced teamwork, and developed a strong sense of social responsibility.

The S4 Experiential Leadership Program offered a series of workshops aimed at fostering leadership and social awareness. Through research and analysis, S4 students designed products addressing the needs of underprivileged groups, including the elderly and children, thereby enhancing their understanding of local community challenges. Additionally, students presented their ideas and collaborated with S1 students during the Experiential Learning Day (ELD), promoting teamwork, shared responsibility, and a deeper appreciation of community issues. The program provided a platform for S4 students to take initiative, demonstrate leadership, and contribute meaningfully to both the school and the wider community.

The CLP organized a range of activities, including institutional visits, sharing sessions, and career talks tailored for students. For S3 students, specific institutional talks were arranged, allowing each student to attend a session aligned with their career interests. These talks provided valuable insights into the prospects, required qualities, and expectations of university programs they were considering. For S4 students, a workplace visit was arranged, enabling them to explore their fields of interest. Through this experience, they gained a comprehensive understanding of emerging trends in career development, the challenges within their chosen professions, and the skills necessary to succeed in their future careers.

The APSO survey reported a P score of 57.9 in the working experience category, which marked a substantial improvement compared to the score of 35.6 in 2023-2024. This notable increase underscored the effectiveness of initiatives such as mentorship programs, workplace visits, and alumni sharing sessions across diverse career fields in enriching students’ career development and experiential learning opportunities.

National Security Education (NSE) promotes awareness of security issues, fosters patriotism, and strengthens the nation’s ability to address risks. By integrating security concepts into subject curriculum, NSE builds a foundation for national prosperity. For example, S5 BAFS students explored financial security through stock trading and analysed how the suspension of Ant Group’s listing demonstrated government measures to prevent financial risks, highlighting the importance of safeguarding economic stability. The English Department supports NSE by fostering cultural awareness and national pride. S1 students studied skier

Gu Ailing Eileen, a symbol of Chinese excellence, through creative tasks like poster design, Padlet discussions, and presentations, which emphasized national achievements and inspired pride. S2 students explored TikTok's influence and notable Chinese women, discussing social media's impact and creating infographics about influential figures. These learning activities enhanced students' understanding of cultural security, national identity, and achievements.

Twenty-eight students were nominated as the Constitution of China and Basic Law Student Ambassadors to promote understanding and knowledge of national principles. Through a series of workshops, training sessions, and experiential activities, these ambassadors were equipped with leadership skills and a strengthened sense of responsibility toward our country and city. They actively participated in various national education-related initiatives, with many making significant contributions to the National Security Education Day, held on April 9, to foster understanding of national security among students.

Additionally, a National Anthem Leading Voice Student Team was formed to lead singing at the weekly Flag Raising Ceremony. Teachers and students also participated in the "Speech Under the National Flag" organized by different Key Learning Areas (KLAs). This deepened their understanding of the country across various aspects, fostering a sense of belonging and strengthening national identity. Through their participation in and organization of events, students developed a deeper understanding of national identity and demonstrated a strong willingness to shoulder responsibility during the Flag Raising Ceremony. This reflects their commitment to upholding civic duties and embodying the values of patriotism and responsibility, which can be supported by the KPM (Key Performance Measure) in national identity shows a P score of 116 and a Q score of 85.7.

To raise students' awareness of global issues such as environmental protection, mental health, financial management, and poverty, a series of talks was organized by the English Department, Guidance Team, T&L Department, and Economics Department during the academic year. These talks addressed critical topics, including plastic waste management and sustainability, providing students with valuable insights into these pressing global challenges. To consolidate the knowledge acquired, learning tasks were implemented to actively engage students, encouraging them to apply their learning and deepen their understanding of these significant issues. Furthermore, all S5 T&L students were tasked with designing and creating a food product aimed at promoting a sustainable lifestyle and contributing to the goal of achieving Zero Hunger.

The Open Day served as a dynamic platform to deepen students' understanding of global challenges and practical applications. Under the framework of the 17 Sustainable Development Goals (SDGs), students and subject departments selected relevant themes, such as Quality Education, to showcase their learning outcomes. This initiative not only fostered interdisciplinary collaboration but also emphasized the broader purpose of education, inspiring students to view learning as a tool for creating sustainable solutions and contributing to global development efforts.

Developing students' understanding and awareness of local and global issues was integral to nurturing their interpersonal skills, such as fostering respectful interactions and demonstrating consideration for others. This was reinforced by the findings of the Stakeholders' Survey, in which nearly 70% of students and 75% of parents agreed that the school effectively promoted these values by teaching students how to build positive and respectful relationships.

Reflection

The central theme of “Transformation for the Good of All” initiative provided an invaluable opportunity to explore the connection between personal well-being, cultural heritage, and global challenges. Awareness of community, national, and global issues should not be developed solely through traditional teaching methods but enriched by diverse learning experiences such as visits, talks, showcases, and student-led activities. Exposure beyond the classroom is essential for consolidating knowledge, deepening understanding, and fostering meaningful connections.

The S4 Experiential Leadership Programme fosters leadership, social responsibility, and community engagement through diverse learning experiences and student-led activities. By integrating academic learning with practical application, it nurtures critical thinking, problem-solving, and empathy. Collaboration among students strengthens teamwork, inspiring them to address societal challenges and make meaningful contributions to the community.

The talks on global issues, including environmental protection, mental health, and financial management, effectively raised awareness. However, their impact could be significantly enhanced by incorporating hands-on activities or projects, such as a learning outcome showcase on Open Day. Practical tasks would deepen students’ understanding, ensuring the knowledge gained translates into real-world applications. This approach would transform the sessions into catalysts for active learning, meaningful engagement, and long-term growth.

The National Anthem Leading Voice Student Team faced certain limitations, including a restricted number of team members and a limited opportunity for students to deliver speeches during the flag-raising ceremony. These constraints impacted the breadth of student participation and reduced opportunities for students to develop public speaking skills and actively engage in this meaningful activity. Expanding the team and providing more opportunities for student involvement could enhance the program’s inclusivity and its role in fostering a sense of responsibility, patriotism, and leadership among students.

However, due to scheduling arrangements with the Sisters’ School, the online interflow program could not be conducted in collaboration with the S3 CSD subject. This limited opportunities for idea exchange and mutual understanding, which are essential for fostering deeper connections and collaborative learning between participants.

Feedback and Follow-up

The school will continue setting up annual theme to meaningfully integrate all the learning activities responding to the 3-year Development Plan, gathering concerted effort of all subjects and teams to sustain the cultivation of important knowledge, skills and values. The S4 Experiential Leadership Programme will expand its scope to involve a wider range of community groups or address more diverse societal challenges would provide students with richer learning opportunities. This broader engagement would deepen their understanding of social issues while amplifying the programme’s overall impact.

Additionally, introducing a structured recognition system—such as scholarships, awards, or certificates—would motivate students and reinforce the value of leadership and community service. Establishing partnerships with external organizations could further enhance the programme by offering access to additional expertise, resources, and real-world insights.

Such collaborations would elevate the learning experience and strengthen the tangible outcomes of students' contributions to society.

Earlier communication with Sisters' schools will be conducted to facilitate the professional exchanges among teachers and students through online conferencing. It is expected that teachers and students can receive insights on further enhancing the learning and teaching effectiveness, curriculum development and whole-person growth.

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

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

Achievements

To strengthen students' sense of connectedness and enhance their engagement in school life, a range of strategies were implemented. Students were entrusted with responsibilities at various levels, ranging from school-wide roles, such as School Prefects, Executive Committee members of the Student Council, Four Houses representatives, Student Service Teams, CCA, and Academic School Teams, to class-level roles, including Class Monitress and members of the Class Committee. The distribution of leadership positions across different year groups in 2024-25 is summarized in the following table:

Form	Number of students taking up posts of responsibility as student leaders	Percentage of students taking up responsibility as student leaders
1	33	25.9%
2	39	36.1%
3	51	44.8%
4	90	67.8%
5	85	91.3%
6	33	32.4%
Total	331	51.2%

To cultivate leadership skills, a variety of targeted workshops and programs were organized, including the TOSS APP Leadership Development Project and The TOSS BuD Key Leaders Project, which were tailored to address the specific needs of student leaders. In addition to these training initiatives, the school provided ample opportunities for students to apply and demonstrate their leadership abilities through meaningful platforms, such as the Thanksgiving Day and the Open Days. On the Open Days, student leaders showcased their creativity and leadership by organizing upcycling workshops to educate visitors on environmental sustainability. These initiatives were highly appreciated and raised funds to improve school facilities, further strengthening their connection to the school community. They also played a leading role in the SDG Record Breaking Activity, successfully mobilizing over 600 students and staff in a collaborative effort to promote the Sustainable Development Goals, thereby reinforcing their sense of belonging and commitment to the school.

Stakeholder feedback affirmed the effectiveness of these efforts. Over 65% of students in the stakeholder survey agreed that the school actively nurtured their leadership skills through training programs for class monitors and discipline leaders. Furthermore, 86% of teachers acknowledged that the school provided ample opportunities for students to develop and excel in leadership roles, reflecting the school's dedication to fostering the personal and professional growth of its students.

Besides, recognition initiatives were introduced to celebrate student achievements, such as Make a Difference Scholarship and S6 Multi-intelligences Award for S6 students. These efforts aimed to foster a stronger sense of belonging, acknowledge students' unique talents, and create a more inclusive and engaging school environment.

The Musical Dear Edwina Jr. was produced by teachers and students in early September 2025, involving over 150 participants for the celebration of school anniversary. Students showcased their aesthetic development through singing, dancing, and acting while managing stage operations, costumes, makeup, and designing and creating sets and props. Their teamwork, creativity, and passion were evident throughout the production, fostering a vibrant and collaborative school atmosphere. It served as a significant platform to strengthen connections within the school community.

To enhance community engagement, the school continued the volunteer recognition program, with the prestigious Gold Award presented to students who demonstrated exceptional dedication through off-campus service hours. This year, the total recorded service hours reached an impressive 1,218.5, marking a twofold increase compared to the previous year. Among the awardees, 39.6% were from junior forms (S1–S3), while 60.3% were from senior forms (S4 and S5). Notably, 23.1% of senior form awardees earned a Gold Certificate, reflecting their strong commitment to community service.

Ten senior form students participated in the iTeen Leadership Programme, where they played an active role in organizing integrity promotion activities within the school. Their efforts were recognized with the Gold Award. The school also conducted ICAC Interactive Dramas to convey probity and integrity messages to senior secondary students. These performances emphasized the risks of corruption, key provisions of the Prevention of Bribery Ordinance, and the importance of making lawful, fair, and ethical decisions when facing moral dilemmas.

Students further took part in leadership and civic education initiatives named the Social Inclusion Ambassador Programme. Fifteen S1–S5 students participated in the Social Inclusion Ambassador Programme, organized by TREATS, to address real-world challenges of equality and inclusion. Partnering with the Lutheran School for the Deaf (LSD), the students took part in a variety of impactful activities aimed at fostering mutual understanding, respect, and appreciation for people with different abilities. This programme had a profound effect on the Tak Oi students, as it helped them to break down stereotypes, develop empathy, and recognize the importance of treating everyone with dignity and respect. By collaborating closely with LSD students, they not only gained a deeper understanding of the value of equality but also learned how to apply these principles in their everyday lives. Their participation in this programme reflects their ability to embrace diversity and their commitment to building a more inclusive and equitable society.

Senior form students attended a legal talk by Solicitor Prof. Albert So, which focused on the National Security Law and juvenile delinquency. The talk provided valuable insights into the importance of law-abiding behaviour and engaged students in meaningful discussions about

legal and ethical responsibilities. Moreover, eighteen students participated in the *Mock Trial Justice Education Project*, which provided participants with an in-depth understanding of the judicial system, promoted respect for the rule of law, and cultivated critical thinking and a positive mindset. The team performed exceptionally well, winning two rounds of preliminaries and achieving the First Runner-Up position in the Final.

These initiatives demonstrate the school's dedication to fostering student leaders with a strong sense of integrity, inclusivity, and legal awareness to support their growth as responsible citizens.

With the aim of fostering empathy and a spirit of service, participants in the programmes for *Home of Love* and *Francis Kitchen* found meaningful opportunities to support those in need. During Lent, a Charity Sale of Paschal Lamb Cookies was organized to benefit the handicapped workers of *La Vie Bakery*, while the S3 EC IGNITE team held a Charity Sale for *Home of Love* on multiple occasions to assist the underprivileged. On 21 December, 12 students and teachers volunteered at *Home of Love* in Sham Shui Po, serving meals to the homeless. Similarly, 10–12 students and teachers participated in service activities at *Francis Kitchen* in St. Bonaventure Church on 3 April and 16 May, preparing and serving meals to the elderly while extending care and compassion. These initiatives reflect the school's commitment to cultivating social responsibility and kindness among its students.

Highlighting the importance of community connection, 5D Alice Kwan earned a prestigious spot as a finalist in the 44th Student of the Year Awards under the Scientist/Mathematician category. Organized by the South China Morning Post, exclusively sponsored by the Hong Kong Jockey Club, and supported by the Education Bureau, this year's awards adopted the theme "Building Tomorrow: Growth Through Action." The theme emphasized the critical role of proactive community engagement in fostering innovation, driving mindset transformation, and advancing societal progress.

To enhance students' understanding of China's development and strengthen their connection to the nation, the school actively promoted participation in a variety of competitions, activities, and exchange programs. These initiatives provided students across different levels with meaningful opportunities to deepen their appreciation of Chinese culture, history, and national achievements.

For instance, approximately 20 junior students delivered outstanding performances in the *2024 Guangdong-Hong Kong-Macao Sister Schools Chinese Classics Recitation Competition*, a collaborative event with the Sister School. Their exceptional efforts were recognized with the prestigious Grand Prize and the Most Outstanding Performance Award (特等奖及最风采奖). At the senior level, 12 students from S5 and S6 participated in an oral history report competition themed on China's Reform and Opening-Up, co-organized by the Chinese University of Hong Kong and the Education Bureau. Of these participants, 3 students earned the Silver Award for their exemplary work, while 9 others received Certificates of Merit for their commendable contributions.

Additionally, all junior students engaged in the *Civic and National Education* quiz competition held from November to December. This competition, covering a wide range of topics related to social and national education, saw 2 students receiving Individual Excellence Awards for their outstanding performance. From March 12 to 13, 2025, 28 S1 and S2 students participated in the Guangzhou Sister School Exchange Tour, which focused on cultural exchange and experiential learning. During their visit to Guangzhou No. 2 High School, students attended lessons on Traditional Chinese Medicine, Embroidery, Animal Anatomy,

and Model Aviation Sports, acquiring new skills while exploring China's rich traditions. They also participated in seal-cutting workshops, library visits, and team-building activities, fostering meaningful connections with their Guangzhou peers. Feedback from the post-tour survey revealed that 98% of the students greatly enjoyed the experience and valued the opportunity to learn alongside their Sisters' School counterparts. Students built meaningful relationships and gained a deeper appreciation for cultural diversity. Looking ahead, future exchanges could include lesson observation and career development, offering students a more comprehensive understanding of the future development of the Greater Bay Area.

These enriching experiences not only enhanced students' understanding of China's historical and modern development but also instilled a profound sense of cultural pride and national identity.

From April 9 to 19, 2025, 32 S1 to S5 students participated in the Spain and France Study Tour, a program designed to foster global connectedness, cultural appreciation, and aesthetic growth. Through immersive activities such as a visit to the Picasso Museum in Barcelona and a hands-on religious art workshop, students gained deeper insights into European artistic traditions and cultural heritage. This experience not only enriched their understanding of art history and aesthetics but also broadened their global perspectives, enhancing their ability to appreciate and connect with diverse cultures on an international scale. Such opportunities align with the school's commitment to holistic education, equipping students with the skills and awareness needed to engage meaningfully in an increasingly interconnected world.

As part of this effort, the SDG Tai Chi Breaking Record platform promoted awareness of the Sustainable Development Goals (SDGs) while fostering cultural appreciation and personal well-being. By incorporating regular Tai Chi practice into morning assemblies, the initiative encouraged mindfulness, unity, and physical health among over 600 students and staff within the school community.

Twenty-four S2 to S5 students participated in the 2025 Secondary School Model UNESCO International Conference on Smart and Sustainable Cities, held virtually on April 5–6, 2025. Organized by the UNESCO Hong Kong Association and the Hong Kong Institute of Education for Sustainable Development and sponsored by the Bank of China (Hong Kong), the event gathered over 400 participants from more than 15 countries to discuss topics such as the UNSDGs, smart cities, and carbon neutrality. Four students submitted video presentations, with two advancing to the final round, demonstrating their strong interest in global issues. The conference provided valuable opportunities for students to grow as global citizens, gain new perspectives, and improve their communication and research skills. Through this experience, they built confidence, deepened their understanding of international challenges, and were inspired to contribute to a sustainable future.

Aiming to foster creativity, innovation, and global collaboration in physics, the "Safe Cracking" International Physics Tournament (IPT) 2025 – Hong Kong (HK) Final brought together STEAM students worldwide. Three senior students earned Second Runner-Up and Best Cracker awards by designing advanced locking mechanisms, showcasing their talent on this prestigious global platform.

Through a comprehensive and well-rounded approach, the school has provided diverse and meaningful learning experiences for students. According to the Key Performance Measures (KPM) on school atmosphere, over 70% of students reported active involvement in school life, while 80% indicated that they do not feel lonely. These results demonstrate a strong level

of student engagement and positive social connections within the school community. The Q Score for school atmosphere in the dimension of “not feeling lonely” has reached 97, while the Q Score for “sense of belonging” stands at 104. In comparison, the corresponding Q Scores for the 2023–24 academic year were 92 and 101, respectively. This notable improvement, particularly among junior form students, highlights the school’s success in fostering an inclusive and supportive environment that promotes a strong sense of connection and belonging.

According to the findings of KPM 17, over 80% of students indicated that they consistently act with honesty and value the importance of adhering to rules. Additionally, nearly 90% of students expressed pride in being Chinese and demonstrated an appreciation for Chinese culture and the development of China.

Reflection

Schools’ strong commitment and clear direction on providing a wide range of platforms and experiential learning opportunities while fostering collaborations with external organizations and institutions will continue to flourish. These initiatives not only aim to maximize students’ potential and expand their horizons but, more significantly, to actively engage them in school, community, national, and global activities or competitions. Such engagements enrich their knowledge by providing exposure to real-world challenges and diverse perspectives.

Additionally, the talent pool developed by the school enabled teachers to easily notice the strengths and interests of students, in which more suitable activities or competitions could be arranged for further enhancement and development. With teachers’ guidance and stimulations from external parties, students were empowered to take purposeful action, evolving into well-rounded individuals equipped to make a meaningful and lasting impact on the world.

Feedback and Follow-up

The school will review the talent pool system for a better record of students’ achievements and interests throughout the past years so that more appropriate learning opportunities could be created to stretch students’ potentials.

To strengthen students’ sense of connection with the community, the school is committed to nurturing their potential by introducing new co-curricular activity (CCA) teams and clubs. For instance, the establishment of an Orchestra Team is designed to foster students’ aesthetic and artistic development, contributing to their holistic growth.

In addition, the recognition of exceptional contributions to community service will be elevated through the launch of the distinguished Spirit of Sharing Scholarship. This prestigious accolade will be awarded to one junior form and one senior form student who demonstrate outstanding dedication to community service by achieving the highest number of external service hours. This initiative aims to further inspire and motivate students to actively engage in meaningful service for the community.

The Volunteer Teams for the Parent-Teacher Association (PTA) and school staff will remain a key initiative aligned with the school’s mission to promote the common good. These teams serve as a platform for teachers and parents to act as role models, demonstrating a

commitment to community contribution and service that inspires students to follow their example.

To cultivate students' global perspectives, overseas tours will be organized under the theme of addressing global challenges. Moreover, online interflow project will be arranged to provide students with opportunities for meaningful cross-cultural engagement and dialogue, empowering them to thrive in an interconnected world.

(3) Student Performance

Students obtained various awards in the academic, physical and aesthetic aspects. The awards and prizes received included the 17th Kowloon Region Outstanding Students Election, 18th Wong Tai Sin District Outstanding Students' Election, Inter-school Music and Speech Festivals, Hong Kong Secondary Schools Debating Competitions, Inter-school sports competitions, Mock Trial competitions, Hong Kong Tourism Industry Student Summit 2025, English Public Speaking Contests, The Hong Kong EdCity Student Innovation Competition, Mathematics, STEM and Science competitions, as well as various scholarships, both awarded at school and outside school. (Refer to Appendix 1)

As for students' performance of the Hong Kong Diploma of Secondary Education (HKDSE) this year, 78% of our graduates satisfied the university requirement, while the percentage of the Day School candidates is close to 44.7%. The university admission rate under the JUPAS system was about 60% this year, which was significantly higher than the Hong Kong schools' average. The JUPAS offer rates reflected the students' perseverance, hard work and clear direction in career and life planning. Meanwhile, teachers' concerted effort will be continued to further develop and stretch students' potentials by continuous professional development as well as timely guidance and support.

(4) Financial Summary

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	20,149,579.93	
I. Government Funds		
(1) Expanded Operating Expenses Block Grant		
(a) School Specific Grants		
1. Administration Grant		
2. Composite Information Technical Grant	3,903,468.53	3,891,018.70
3. Capacity Enhancement Grant	520,386.00	794,057.25
4. Air Conditioning Grant	676,944.00	617,337.00
	602,400.00	671,848.00
Sub-total	5,703,198.53	5,974,260.95
(b) Non-School Specific Grant		
1. Baseline Reference	2,082,632.68	880,659.63
2. Teacher Relief Grant	5,279,149.50	4,861,511.27
(c) Others	0.00	0.00
Sub-total	7,361,782.18	5,742,170.90
Total EOEBG	13,064,980.71	11,716,431.85
(2) Grants outside EOEBG	4,972,150.00	4,505,785.87
II. School Funds		
(1) Purchases of exercise books and pins	2,398.65	0.00
(2) Tong Fai	87,725.00	0.00
(3) Tuck shop rental	150,000.00	0.00
(4) Donation	48,671.90	122,850.10
(5) Fine	874.60	0.00
(6) Hire of school premises	6,078.63	0.00
(7) Interest income	118,893.37	0.00
(8) Fee for Specific Purposes	95,700.00	61,372.00
(9) Insurance	0.00	31,924.65
(10) 55 th Anniversary Programme	1,038,618.00	1,555,507.37
(11) Others	0.00	147,163.48
Sub-total	1,548,960.15	1,918,817.60
Accumulated surplus as at the end of school year	21,594,635.47	

Tak Oi Secondary School Students External Achievements (2024/25)

Kowloon Region Outstanding Students' Association

The 17th Kowloon Region Outstanding Students Election

Junior High School Category	Outstanding Student Award	3A	Eva Chan
	Excellent Student Award	3A	Angela Wu

East Kowloon Youth Society

The 18th Wong Tai Sin District Outstanding Students' Selection

Senior High School Category	Excellent Student Award	6D	Alice Kwan
Junior High School Category	Outstanding Student Award	3A	Eva Chan
	Outstanding Student Award	3A	Angela Wu

South China Morning Post

44th Student of the Year Award

Scientist / Mathematician category	Finalist	6D	Alice Kwan
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Rev. Joseph Carra Memorial Education Fund Ltd.

Rev. Joseph Carra Memorial Education Grants

Awardee	6A	Irene Kwok
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Sir Edward Youde Memorial Award Scheme

Awardee	6C	Candy Cheung
	6D	Maggie Xie

YouCodia and Youth Global Network

2025 Panda's Urban Adventure Mobile App Contest

Champion	4B	Latif Madiha
	4B	Saleha Amir
	4D	Annie Lee
	5A	Trista Ng
	5A	Gigi Wong

The Hong Kong Academy for Gifted Education

The 'Safe Cracking' International Physics Tournament 2025

Second Runner-up & Best Cracker	5D	Alice Kwan
	5D	Hermes Leung
	5D	Sharon Yiu

The Hong Kong University - Faculty of Engineering and Tseung Kwan O Government Secondary School
HKU Engineering X TKOGSS Racing Cup 2024

Sportsmanship Award	5A	Trista Ng
	5A	Gigi Wong
	5C	Charmaine Szeto
	5D	Joanne Leung

The Hong Kong EdCity
The Hong Kong EdCity Student Innovation Competition

First Runner-up	4D	Isabelle Liu
	4D	Venus Ng
	4D	Candy Song
	4D	Phoebe Wong

The Hong Kong Polytechnic University
PolyU Young Historian Competition Awards 2024

Outstanding Award	5B	Hilda Wu
	5C	Flora Ho
	5C	Annie Lei
	5D	Chloe Kwan

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

Awardee	5D	Cady Tsang
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文志基金
黃大仙文志獎學金
Awardee

5D	Rainbow Tsai
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AS Watson Group
A.S. Watson Groups Hong Kong Student Sports Awards
Secondary School Award (Ball Games)

6C	Agnes Lai
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Hong Kong Tourism Board
Hong Kong Tourism Industry Student Summit 2025
Second Runner-up

5B	Yannes Chen
5B	Riva Lin
5B	Jenny Ng
5B	Samantha Siu
5B	Zoey Wu

Education Bureau

「說出身邊人的故事」 — 全港中學生「改革開放」口述歷史報告比賽

Silver Award

6B Yuffie Chan
6B Vivian Hong
6B Jobi Lai

Grace Charity Foundation**Grace Charity Academic Achievement Award 2024**

2A	Bakar Azaarshin	2B	Ellie Chan
2B	Teresa Ng	3A	Miku Tsui
3B	Emily Tsang	3D	Lindsay Li
4C	Heidi Chan	4C	Lisa Huang
4D	Milla Yip	5A	Katy Chow
5B	Yuki Wu	5C	Faye Yip
6B	Athena Kwan	6C	Amy Chow
6D	Yannes Hung		

Yuk Ching Charity Trust**Wong Tai Sin District Student Leap Forward Award Scheme**

Sports Scholarship

3A Miku Tsui
4C Hayley Chan

Aesthetic Scholarship

5A Katy Chow
5D Hermes Leung
5D Kasey Ma
5D Abby Tang

Youth Arch Foundation**Youth Arch Student Improvement Award**

2A	Kary Tsang	2A	Susan Xu
2B	Teresa Ng	2D	Hazel Li
3B	Vivian Chen	3B	Bianca Lam
3C	Pancy Chin	3D	Kary Shen
4A	Karen Sze	4B	Prisya Chan
4C	Jolenta Chan	4D	Cherry Mo
5A	Yammy Wong	5B	Cynthia Ng
5C	Rainbow Leung	5D	Chloe Lin
6A	Irene Kwok	6B	Yuffie Chan
6C	Gigi Wong	6D	Leannie Lam

香港數學奧林匹克協會
華夏盃全國數學奧林匹克邀請賽（初賽）

二等獎

3A Yuki Huang

三等獎

1A Crystal Lam

1B Elsa Wong

2A Ivy Fung

2A Yoyo Wan

2A Janet Yu

香港數學奧林匹克協會
AIMO 港澳盃初賽 2025

Bronze Award

1A Shirley Wong

3A Jenny Chan

3A Michell Mi

3A Gaga Wan

3A Angel Wong

3C Sindy Hung

4A Karina Deng

4D Winnie Gui

4D Summi Li

5D Windle Wun

5D Hebe Zeng

Olympic Champion Education Center
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad

Second Prize

2A Ivy Fung

2B Athena Leung

5D Alice Kwan

5D Rainbow Tsan

5D Hebe Zeng

5D Winkle Wun

Third Prize

1A Ava Leung

1B Vivian Chen

3A Sherly Wang

3A Angel Wong

4D Chloe Cheng

4D Summi Li

Hong Kong Schools Music and Speech Association
The 76th Hong Kong Schools Speech Festival

Second Place	Solo Verse Speaking	5A	Gigi Wong
	Dramatic Duologue – S5 & S6	5A	Gigi Wong
		5A	Grace Cheng
Third Place	Solo Prose Reading	5D	Sharon Yiu
Merit Award	Solo Verse Speaking	1D	Natasha Lee
		1D	Khan Eimaan Bibi
		2B	Mavis Chan
		2B	Meeko Hung
		3D	Ceci Li
		4A	Lavinus Wong
		5D	Cady Tsang
	Solo Prose Reading	5D	Ashley Lam
		5D	Silvia Li
		5D	Rainbow Tsan
	Dramatic Duologue – S3 & S4	3B	Trinity Wong
		4C	Elaine Gu

香港學校音樂及朗誦協會

第七十六屆香港學校朗誦節中文朗誦比賽

季軍	詩詞獨誦 - 粵語	1A	苗梓柔
優良	詩詞獨誦 - 粵語	1A	劉奕妍
		1A	黃珈誼
優良	散文獨誦 - 粵語	1A	蘇英晴
		1D	江欣玥
優良	詩詞獨誦 - 普通話	1A	譚令儀
		2A	吳焯嵐
		3C	李倚琦
		3D	沈嘉欣
優良	散文獨誦 - 普通話	2C	韋可欣
		3A	王文慧
		3A	王雪麗
		3D	林婉琦
		4B	鄭寶兒
優良	二人朗誦 - 粵語	4C	冼嘉榆
		4C	姚嘉怡

新市鎮文化教育協會

第 27 屆全港中小學生普通話演講比賽（初賽）

優異星獎	2A	Eva Chan
	2A	Angela Wu

Education Bureau**Hong Kong Secondary Schools Debating Competition**

Best speaker	2A	Buenviaje Chelsea May
Debate Match Champion of Term 1 Round 2	4B	Saleha Amir (Best Speaker)
	5A	Gigi Wong
	5C	Olivia Tam

Education Bureau**Time to Talk Public Speaking Competition**

Third Place (Final Round)	4B	Jamal Safiyya Bint Syed Ibrahim
	4B	Saleha Amir
	5A	Gigi Wong
	5D	Sharon Yiu
First Place (Round 1)	4D	Beryl Hui
	4D	Cherry Mo
	4D	Truda Ng
	4D	Venus Poon
Second Place (Round 1)	4B	Jamal Safiyya Bint Syed Ibrahim
	4B	Saleha Amir
	4B	Summer Tung
	4B	Chloe Yan
Third Place (Round 1)	4A	Chloe Chan
	4A	Ashley Chen
	4A	Iris Lo
	4C	Yanni Lam
Merit	4B	Olivia Cheng
	4B	Karen Yan
	4D	Chloe Cheng

Hong Kong Federation of Youth Groups**HKFYG English Public Speaking Contest 2025**

Top 5 finalists and Merit Award in the Grand Finals	5A	Gigi Wong
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Education Bureau**Hong Kong School Drama Festival**

Outstanding Performer	3C	Ada Chen
	5D	Carina Lam

ECzone**第二屆「民教育及國民教育」問答比賽**

優秀	2D	Cici Chung
	3D	Rosy Liu

Hong Kong Schools Music and Speech Association

The 77th Hong Kong Schools Music Festival

Champion & Gold Award	Zheng solo (intermediate)	2A	Christy Huang
First Runner-up & Gold Award	Zheng Solo (Senior category)	3A	Minnie Wang
Second Runner-up & Silver Award	Pipa Solo (Junior category)	3B	Vivian Chen
Second Place & Silver Award	Descant Recorder Solo - Secondary School (Age 14 or under)	2C	Shannon Chan
Silver Award	Pipa Solo (Junior category)	3B	Kate Huang
	Vocal Solo - Foreign Language – Female Voice (Age 14 or under)	1B	Kayley Ho
		1C	Kellee Li
		2A	Buenviaje Chelsea May
		2B	Wincy Ho
		2C	Winnie Qiu
	Vocal Solo - Foreign Language – Female Voice (Age 16 or under)	2A	Angela Wu
		4D	Katie Li
		5C	Olivia Tam
	Flute Solo Foreign Language - Junio	2C	Cecilia Yu
		4D	Isabelle Liu
	Treble Recorder Solo (Age 13 or under)	2C	Mini Wei
	Treble Recorder Solo (Age 16 or under)	3B	Trinity Wong
	Cello Concerto	5D	Kasey Ma
	Female Voice Duet - Secondary School (Age 19 or under)	2A	Eva Chan
		2A	Angela Wu
Bronze Award	Graded Piano Solo –Grade Two	1D	Amy Kong
	Graded Piano Solo –Grade Seven	1A	Ashley Tsang
	Graded Piano Solo –Grade Eight	3D	Haidee Hui
		4A	Alice Leung
	Violin Solo - Grade Two	2B	Zuri Mau
	Descant Recorder Solo Secondary School (Age 14 or under)	1C	Camilla Choy
		2B	Athena Leung
	Female Voice Duet (Age 14 or under)	2B	Wincy Ho
		3B	Trinity Wong
	Recorder Duet Secondary School (Age 14 or under)	2B	Athena Leung
	Vocal Solo - Chinese Language – Female Voice (Age 14 or under)	2C	Mini Wei
		3A	Angel Wong

SideBySide**Mock Trial Justice Education Project**

First Runner-up

2A	Eva Chan	(Best Mooter in the Second Round of Preliminary)
4A	Cindy Yip	(Best Mooter in Final)
5A	Evelyn Mak	(Best Mooter in the First Round of Preliminary)
2A	Bernice Hui	2A Tina Li
2A	Susan Xu	2B Wincy Ho
3A	Jenny Chan	3D Kary Shen
4A	Bethany Lam	4B Olivia Cheng
4C	Crystal Chan	4C Lisa Huang
5A	Iris Sze	5A Grace Cheng
5A	Hazel Sze	5C Connie Chan
5D	Chloe Lin	

The Schools Sports Federation of Hong Kong, China**Inter-School Basketball Competition Division Three (Kowloon 2)**

Champion - Girls B Grade

1D	Xana Can
2C	Shannon Chan
2C	Angel Hung
2D	Gina Guo
3B	Cherrie Tam
3B	Jasmine Wong
3D	Eri So
4C	Hayley Chan
4C	Miriam Tan

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

Second Runner-up B 4 X 100 m

3B	Esther Wu
3D	Joey Lam
4A	Vanessa Chan
4A	Koey Chau

Second Runner-up B Long Jump

3D	Joey Lam
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St. Bonaventure Church**Bible Reading Competition**

Champion

4A	Michelle Hui
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Merit Award

2D	Hazel Li
4B	Bibiana Lin

Asia Kids Talent**Conservation of Marine Animal Drawing Competition 2024**

Champion and the Most Professional Work Award
(Secondary Category)

6C Cheryl Chong

Superior Culture**‘Tranquil’ Photography Contest 2025**

Gold Award – Secondary Senior

5C Zoe Chan

香港青少年及兒童才藝表演協會
第四屆香港攝影大賽-自然攝影組
金獎

5D Silvia Li

Tak Oi Secondary School
Capacity Enhancement Grant (CEG)
Report of spending for the school year 2024/25

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
School Development	1. To relieve teachers' non-teaching workload	To employ clerical officers to support on student activities and career affairs to teachers	September 2024 – August 2025	Salary including MPF : \$617,337
				Total : 617,337

Tak Oi Secondary School
Citizenship and Social Development Grant
Report on Use of grant for the school year 2024/25

	Area	Actual Expenses HK\$	Evaluation
1	Developing or procuring relevant learning and teaching resources (e.g. reference books, journals, magazines, multi-media and e-learning resources)	960.00	Online learning and teaching resources, such as the SCMP account, was subscribed for the preparation of the school-based learning and teaching material and question setting for assignments and assessments. Team members found the learning resources accurate and useful for the above goals.
2	Subsidizing students and / or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	73,174.00	In order to organize a smooth and effective S5 CS Mainland Study Tour, equipment, such as docent system, mainland data SIM card, tour t-shirt, was purchased to facilitate the communication between colleagues. Team members agree that equipment is essential for the instant communication for updates in the trip.
3	Organizing school-based learning activities relating to the CS curriculum (e.g. visits to exhibitions, field trips and experiential learning camps)	17,478.00	To provide our students with a more diverse perspective and a deeper understanding of the subject, as well as to foster learning beyond the classroom, activities such as a visit to the Hong Kong Palace Museum, and a Chinese film appreciation session, were organised. Team members agreed that these activities can broaden students' horizons and enhance their cultural awareness, encouraging a more holistic educational experience.
4	Organizing or subsidizing students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland (e.g. application fees for competitions and experiential learning, travelling and accommodation expense)	--	--
		Total :91,612.00	

Tak Oi Secondary School
One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools
Report of spending for the school year 2024/25

	Area	Actual Expenses HK\$
1.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	--
2.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	950.00
3.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	--
4.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	11,000.00
5.	To purchase or upgrade PE/sports equipment in the school	--
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 : 11,950.00

Tak Oi Secondary School
One-off Grant for Mental Health at School
Report of spending for the school year 2024/25

	Area	Actual Expenses HK\$
1.	Organising activities and programmes related to enhancing the mental health of students and teachers	6,937.00
2.	Providing support services related to enhancing the mental health of students and teachers	-
3.	Designing and producing school-based learning and teaching resources related to mental health	-
4.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	24,147.20
		Total : 31,084.20

Tak Oi Secondary School
One-off Grant for Mental Health of Parents and Students
Report of spending for the school year 2024/25

	Area	Actual Expenses HK\$
1.	Organising parent-child or parent activities relating to promotion of the mental health of students and parents	3,630.00
2.	Promoting information related to the mental health of students and parents, publications or providing resource platforms	--
3.	Providing training programmes or activities to equip parents with the knowledge and skills related to mental health	--
4.	Others	--
		Total : 3,630.00

Tak Oi Secondary School
Enhanced Chinese Learning and Teaching for
Non-Chinese Speaking Students (NCS)
Report of spending for the school year 2024/25

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
Support NCS students in learning Chinese	1. To relieve the workload of teachers in teaching Chinese Language to NCS students	To hire contract teacher to provide intensive program on learning Chinese Language for NCS students	September 2024 – August 2025	Salary including MPF : \$842,141.06
		To hire external tutor to provide tailor made classes to enhance the NCS students' motivation to learn Chinese	September 2024 – August 2025	Actual expenses : \$54,080
				Total: 896,221.06

Tak Oi Secondary School
Learning and Support Grant (LSG)
Report of spending for the school year 2024/25

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
Support students in special education needs	1. To cater for the care and special education needs of the students	To employ student counsellor to take care of the students in classroom learning and daily school life	September 2024 – August 2025	Salary including MPF : \$162,225
	2. To obtain external professional service to assist teachers in conducting tailor made programme to cater for the care and special education needs of the students	To hire external professional tutor to provide tailor made program including speech therapy service, psychological service and after school caring to students		Actual expenses : \$252,390
				Total: 414,615

Tak Oi Secondary School
School-based After-school Learning and Support Programmes (SBG)
Report of spending for the school year 2024/25

	<u>Name of Programme</u>	<u>Departments/ Teams</u>	<u>Participants</u>	<u>Time Scale</u>	<u>Amount of spending HK\$</u>
1	Enhancement classes	English	S3	2024 Oct – 2025 May	9,840.00
2	English Phonics training classes	English	S2	2024 Sept - Dec	6,800.00
3	Tutorial classes	Mathematics	S3	2025 May	960.00
				Total	17,600.00

Tak Oi Secondary School
School-based After-school Learning and Support Programme (SBG)
2024/25
Evaluation Report

Subject Departments / Teams / ECA Groups	Name of Programme	No. of disadvantaged students	Evaluation (Effectiveness of the programme, including students' learning and affective outcomes)
English	S3 Enhancement Classes	10	Students were punctual and attentive in the lessons. They were willing to answer questions raised by the tutors.
English	S2 English Phonics training classes	12	The activity is not sufficiently challenging for the students' proficiency level.
Mathematics	Tutorial classes	12	Students were willing to learn with tutor's teaching and practices of basic exercises and exam past paper.

Tak Oi Secondary School
Teacher Relief Grant (TRG)
Report of spending for the school year 2024/25

Task Area	Major Areas of Concern	Strategies/Tasks	Time Scale	Amount of spending HK\$
Curriculum Development	1. To facilitate the curriculum development and enhance the efficient use of the manpower resources	To employ contract teachers to enhance learning and teaching	September 2024 – August 2025	Salary including MPF : \$4,856,876.27
	2. To substitute lessons for teachers on leave	To employ temporary supply teachers to conduct lessons and act as invigilators for test and examination		Actual expense : \$4,635
				Total : 4,861,511.27

德愛中學
「姊妹學校交流」報告書
2024/25 學年

學校名稱：	德愛中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	黃燕珊老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	廣州市第二中學
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
 (請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標 程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標 程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標 程度	I1 <input type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)
(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標 程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$70,810
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$754.30
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明): 締結姊妹學校交通及報名費用	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$71,564.30
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 與廣州二中進行了兩次學生考察及交流的活動，為學生提供一個寶貴的跨文化學習及體驗兩地機會，同時也有助於促進彼此之間的理解和友誼建立。透過這次交流，學生們可以分享彼此的文化、價值觀和未來理想，從中學習和啟發。 另外，教師與廣州市第二中學的教師也進行了課堂的經驗分享。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 考察、探訪及交流既能增進對內地的認識和了解、增加對國家的歸屬感及國民身份的認同。
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	0 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	48 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	48 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	4 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	1 總人次

備註：

Tak Oi Secondary School
Report on the Use of the Promotion of Reading Grant
2024-2025 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)

a. Overall Reading Program Participation

Student engagement was satisfactory across various reading programmes. Students demonstrated attentiveness during reading lessons and actively participated in both the "Read-Think-Talk" program and the RAC program, showing willingness to share books and engage in discussions. Additionally, students showed strong participation in different library activities, including thematic book displays, author talks, book exhibition, and reading clubs.

b. Lunch Activities

Students exhibited high levels of engagement during lunch teacher sharing sessions, demonstrating enthusiasm for learning opportunities beyond regular classroom hours, and also the books that were shared by the teacher.

c. Reading Preferences and Interests

Students expressed a high interest in a diverse range of reading materials, including newly acquired books, classic literature, and titles specifically recommended by their teachers.

2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)

a. Thematic Book Displays and Interactive Activities

Two thematic book displays were organized, each accompanied by related reading activities that included interactive games and activity booths. More than 200 students participated in these games, demonstrating satisfactory attendance levels. These events successfully achieved the objective of motivating students to engage with books.

b. Morning Assembly Book Recommendations

Four book recommendations were presented during morning assembly sessions. Students demonstrated strong engagement by remaining attentive during presentations and showing enthusiasm to borrow the recommended titles.

c. Author Talks

Four author talks were conducted for students in S1-S3 and S5. Our team invited distinguished authors, including 葉曉文, Mr. Chan Hei Shing, Tiny Stringer, and Ms. Maureen Tai as guest speakers. The presentations covered four diverse and engaging topics: "Nature," "Book Cover Design," "Illustration," and "Creative Writing." These varied themes provided students with comprehensive exposure to different aspects of literature and creative expression.

d. Reading Club

Two reading clubs were established this year, facilitated by Ms. Rain Or (Department Head of Chinese) and Ms. Rebecca So (Chinese Teacher). The clubs explored "尋花 & 尋牠" and "不便利的便利店" respectively. Each session incorporated in-depth literary discussions and provided related reading recommendations to participants. The program received positive feedback from students, demonstrating the effectiveness of this collaborative reading approach.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$ 31,541.4
	<input checked="" type="checkbox"/> Printed books	
	<input type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	\$ 0.00
	<input type="checkbox"/> e-Read Scheme	
	<input type="checkbox"/> Other scheme : _____	
3.	Reading Activities	\$32,900.00
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	<input checked="" type="checkbox"/> Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses	
4.	Other :	\$3,236.10
	➤ <u>Buying the materials for reading activities and school reading scheme</u>	
	➤ <u>Gift for encouraging students to participate reading activities</u>	
	➤ <u>Printing for school reading program booklet</u>	
	Total:	\$ 67,677.5
	Unspent Balance:	\$ 63,696.5

* Please tick the appropriate boxes or provide details.

Tak Oi Secondary School
Diversity Learning Grant (DLG)
Report of spending for the school year 2024/25

Appendix 14

	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
1	Tutorial fee for English Enhancement Program	To provide support to students with weaker English foundation in terms of reading, listening and grammar aspects.	S5	2024/10 - 2025/5	English	Questionnaire	Students were punctual and attentive in the lessons. They were willing to answer questions raised by the tutors.	11,040.00
2	Tutor fee for Geography Enhancement Class	To facilitate S6 students' preparation for HKDSE	S6	2024/9- 2024/11	Geography	Completion of the activity	The class benefits S6 students, particularly low achievers, by enhancing their exam skills and consolidating their geographical knowledge. Besides, students gain confidence in understanding key concepts and methods.	1,610.00
3	Summer programme- Mysteries in the Atomic World held by CUHK Summer Institute	To enhance students' understanding of atomic and nuclear phenomena by introducing basic quantum physics concepts and offering a site visit to observe an MRI machine. This experience facilitates	S5	2024/8/22 - 2024/8/24	Career and Life Planning Team	Completion of the activity	Satisfactory. The course influences student by enriching their scientific knowledge. This opportunity greatly supports her future academic pursuits and career development in relevant scientific areas.	2,848.00

	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
		students' future study and career planning in related scientific fields.						
4	Fee for attending DSE Economics seminar	Students can better understand the marking of the DSE papers and the common mistakes of the candidates	S5-S6	2024/11/9 & 11/30	Economics	Oral feedback from students & observation	Students found it useful. They can better understand the marking of the DSE papers	790.00
5	Tutor fee for Mathematics enhancement and enrichment classes	For enhancement purposes for the low achievers	S4 & S5	2025/2/26 - 3/19 & 5/19 & 6/2	Mathematics	Teachers' observation and assessment results	Students were willing to learning with tutor's teaching and practices of basic exercises and exam past paper.	3,760.00
6	Tutor fee for Chemistry Enhancement class	To apply skills learnt in Chemistry lesson to solve problems in authentic scenarios	S4	2025/3/20 - 2025/5/22	Chemistry	By tutor's and teacher's observation and improvement in lesson performance	The class provides in-depth training on essential skills in chemistry such as logical deduction of chemical formula, equations and numerical processing skill in Chemistry. With different focuses, students showed significant improvement in lesson tasks and daily assessment in Apr and May.	810.00
7	Summer programme-Surveying Academy for	To enable participating students to gain insight into career prospects of Surveyors and allow	S6	2025/7/17 - 2025/7/18	Career and Life Planning Team	Completion of the activity	The programme enables the student to explore a career in surveying through hands-on	2,560.00

	Name of Programme	Objective	Target	Time Scale		Deliverables	Evaluation	Expenditure HK\$
	The Talented conducted by The University of Hong Kong	them to interact with leading experts in the field.					activities, workshops, and site visits. She experiences cutting-edge technologies and gain insights into career prospects while interacting with industry experts.	
							Total	23,418.00

Tak Oi Secondary School
Life-wide Learning Grant
Report on the Use of the Grant for the school year 2024-2025

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Athletics Team - Tutor fee, transportation subsidy and teaching materials for trainings & competitions	2024/9/1 - 2025/7/14	S1-S5	26	\$26,540.00	\$1,020.77	E5, E2, E8	Physical Education	Satisfactory, Students had opportunity to showcase their performance and gained experience.			✓		
2	Dance Team - Dance Demonstration in S1 Transition Programme, tutor fee for dance lessons & jazz dance for	2024/9/11 - 2025/6/26	S1-S3	127	\$13,836.00	\$108.94	E1	Arts (Others)	Satisfactory			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	TOPS & Thanksgiving Day													
3	Dutchman's pipe urban habitat recreation project activity fee	2024/9/1 - 2025/5/31	S3	26	\$30,000.00	\$1,153.85	E1	Cross-Disciplinary (STEAM)	Satisfactory	✓	✓			
4	Celebration for the year of snake Project	2024/9/1 - 2025/4/30	S2	104	\$50,000.00	\$480.77	E6	Cross-Disciplinary (Others)	Satisfactory	✓	✓	✓		
5	Volleyball Team - Tutor fee, transportation subsidy and teaching materials for trainings & competitions	2024/9/1 - 2025/7/14	S1-S6	34	\$35,090.00	\$1,032.06	E5, E2, E8	Physical Education	Satisfactory, Students had opportunity to showcase their performance and gained experience.			✓		
6	Basketball Team - Tutor fee, transportation subsidy and teaching materials for trainings & competitions	2024/9 - 2025/7	S1-S5	24	\$48,370.00	\$2,015.42	E5	Physical Education	Members participated actively in training. They well-followed the coach's instructions. The coach			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									provided professional support in training as well. Students could showcase their potentials and experience the spirit of sportsmanship.					
7	Table Tennis Team - Tutor fee of Table Tennis Team trainings & competitions	2024/9/13 - 2025/4/11	S1-S5	20	\$17,500.00	\$875.00	E5	Physical Education	The coach provided professional support in training as well.			✓		
8	Girl Guides - DIY Workshop fee and expenses for enrollment ceremony	2024/12/16 - 2025/4/7	S1-5	18	\$1,919.00	\$106.61	E1	Arts (Visual Arts)	Satisfactory	✓	✓	✓		
9	Korean Club - Tutor fee of Korean lesson	2024/10/5 - 2025/5/17	S2 - S3	22	\$12,123.00	\$551.05	E1	Others, please specify: Foreign	Satisfactory	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
								Language & Culture						
10	Japanese Club - Tutor fee of Japanese lesson	2024/10/5 - 2025/5/17	S2 - S3	22	\$12,123.00	\$551.05	E1	Others, please specify: Foreign Language & Culture	Satisfactory	✓				
11	Aesthetics Club - Tutor fee of conducting Aesthetics lesson	2024/10/7 - 2025/4/7	S2 - S4	15	\$5,050.00	\$336.67	E5	Arts (Others)	Satisfactory			✓		
12	Badminton Team - Tutor fee for conducting trainings	2024/9 - 2025/4	S1 - S6	23	\$23,930.00	\$1,040.43	E5, E2	Physical Education	Members participated actively in training. They well-followed the coach's instructions. The coach provided professional support in training as well.			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
13	Chinese Debate Team - Teaching materials and tutor fee for training classes and competitions	2024/10/19 - 2025/4/11	S2-S6	11	\$11,223.00	\$1,020.27	E6, E7, E1	Moral, Civic and National Education	Satisfactory		✓			
14	Stage Performance Team - Coach Fee, script fee and Drama Festival Fee	2024/12/21 - 2025/7/5	S2-S5	10	\$32,546.00	\$3,254.60	E1	Arts (Others)	Satisfactory			✓		
15	STEM Club - Tutor fee of STEM Club	2024/10/4 - 2025/4/11	S2-S5	13	\$7,676.00	\$590.46	E1	Cross-Disciplinary (STEAM)	Satisfactory		✓			
16	Red Cross - First aid packs and materials for activities	2025/3/1 - 2025/3/14	S1-S4	18	\$507.90	\$28.22	E7	CCA	The first aid packs facilitated students' learning first aid skills.	✓		✓	✓	
17	Guidance Team - S5 Stress Release Workshop - Handmade Essential Oil soap	2024/10/25	S5	93	\$7,120.00	\$76.56	E1	Student Mental Health	Very good. Students discovered the healing powers of aromatherapy in handmade soaps. They	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									knew that essential oils like lavender, lemon, and green tea enhanced emotional and physical well-being.					
18	Guidance Team - Chinese Tea Art Workshop	2024/11/8	S3-S6	25	\$3,825.00	\$153.00	E5	National Security	Very good. The students and teachers acquired the knowledge of tea tasting and appreciation. Under the guidance of a tea master, they learned tea brewing techniques	✓				
19	Guidance Team - S3 Sex Education Talk - A Sex Education Talk was conducted by Association Concerning	2024/10/16	S3	104	\$2,000.00	\$19.23	E5	Values Education	Very good. Students were educated about healthy relationships, consent, and	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	Sexual Violence Against Women (ACSVAW) for all S3 students to raise students' awareness in the fight against sexual violence.								personal boundaries.					
20	Guidance Team - S2 Self-Management Workshops	2024/11/7-28(Group 1) 2025/4/29-5/21(Group 2)	S2	16	\$9,680.00	\$605.00	E1	Student Mental Health	Very good. The workshops helped the students establish a grooming routine. It also helped them develop a sense of self-care that would reduce stress and improve focus.	✓				
21	Guidance Team - S6 Chinese Medicine Health Maintenance Talk	2024/11/18-21	S6	100	\$4,950.00	\$49.50	E5	Student Mental Health	Good. The students understand the impact of stress on their body from the perspective of	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									Traditional Chinese Medicine and learnt to make herbal sachets.					
22	Guidance Team - S4 Mindful Eating workshop	2024/11/20	S4	112	\$3,700.00	\$33.04	E1	Student Mental Health	Very good. The students felt the joy of eating.	✓				
23	Guidance Team - S5 Animal Welfare Talk	2025/3/14	S5	93	\$3,700.00	\$39.78	E5	Values Education	Satisfactory. The workshop mainly focused on animal life education. While students were excited to see the two dogs, that did not address their actual needs.	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
24	Guidance Team - S1 Social Skill Workshop	2025/3/12 - 4/23	S1	10	\$5,000.00	\$500.00	E1	Values Education	Good. Through group crafting projects, students learned to share materials, negotiate, and work together towards a common goal, fostering teamwork and social interaction.	✓				
25	Guidance Team - S5 & S6 Mindful yoga class	2024/10/4 - 2025/5/27	S5 & S6	198	\$7,200.00	\$36.36	E1	Student Mental Health	The feedback of the students and PE teachers was very positive, they found that yoga could help them stretch the tense muscles, relieve muscle					✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									pain and stress.					
26	Career and Life Planning Team - 人生設計師模擬生涯體驗工作坊	2025/5/10	S4	112	\$6,000.00	\$53.57	E1	Others, please specify: Life Planning Education	Satisfactory. Students' career aspiration has been facilitated.					✓
27	Career and Life Planning Team - Floristry workshop	2025/3/6 - 5/25	S3-S5	10	\$9,500.00	\$950.00	E5	Others, please specify: Life Planning Education	Satisfactory. The workshop enabled the students to gain professional knowledge and explore the joy of flower arrangements. Students' creativity and aesthetics sense was inspired. Students also experience the healing power of flowers and		✓	✓	✓	✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									the insight of life that comes through it. They also contribute their fruits of learning by producing a photo-taking backdrop of S6 Graduation day as well as teaching other students to create floral products					
28	Value Education Team - Pet-raising workshop fee for S2 CTP	2025/3/14	S2	120	\$1,700.00	\$14.17	E5	Values Education	Good atmosphere, students engaged	✓				
29	Chinese Instrument Group - Tutor fee for 笛子班, 彈撥班, 古箏班	2024/9/1 - 2025/7/15	S1-S5	27	\$43,243.00	\$1,601.59	E1	Arts (Music)	Students have good performances in numerous school concerts			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
30	Chinese orchestra - Conductor fee and transportation fee for attending competitions	2024/9/1 - 2025/7/15	S1-S5	22	\$38,009.75	\$1,727.72	E1	Arts (Music)	Students got bronze award in interflow competition and music festival.			✓		
31	Choir - Tutor fee for conducting training classes	2024/9/1 - 2025/7/15	S1-S5	58	\$28,644.00	\$493.86	E1	Arts (Music)	Students have good performances in the school Performance and competition.			✓		
32	Recorder band	2024/9/1 - 2025/7/15	S1-S5	7	\$24,787.00	\$3,541.00	E1	Arts (Music)	Students have good performances in numerous school concerts			✓		
33	String Ensemble	2024/9/1 - 2025/7/15	S1-S5	13	\$26,450.00	\$2,034.62	E1	Arts (Music)	Students have good performances in numerous school concerts			✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
34	Western Instrumental Group - Tutor fee for Violin, Clarinet and Guitar classes	2024/9/1 - 2025/7/15	S1-S5	22	\$35,322.00	\$1,605.55	E1	Arts (Music)	Students have good performances in numerous school concerts			✓		
35	Personal Colour Workshop	2025/5/12 - 2025/5/29	S5	93	\$41,850.00	\$450.00	E5	Others, please specify: Life Planning Education	Satisfactory. The workshop provided students with tailored guidance on identifying colors that enhance their unique features, boosting confidence in their style choices. Participants gained insights into color psychology and its influence on mood, enriching their		✓	✓		✓
36	Personal Colour Workshop	2024/8/25 - 2024/9/30	S6	104	\$46,800.00	\$450.00	E5	Others, please specify: Life Planning Education			✓	✓		✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									understanding. The interactive experience fostered social connections, allowing students to engage with peers and develop styling skills under trained consultants. Additionally, these workshops promote long-term benefits by encouraging personal growth and self-awareness, making the experience both educational and empowering.					

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			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
37	Pins for Flag Guard Team - To promote national identity by showcasing pride in the country through symbols like national colors or emblems. They remind members of their role in representing and honoring the nation during events, fostering unity and patriotism. These pins help build a strong connection to the country's traditions and values, inspiring respect and	Whole Year	S1 - S4	25	\$2,496.00	\$99.84	E1	Patriotic Education	The Flag Guard Team has demonstrated commendable performance by conducting flag-raising ceremonies on significant occasions such as National Day, HKSAR Establishment Day. Their efforts reflect a strong sense of discipline, respect for national traditions, and commitment to upholding important cultural and historical values. These ceremonies not only enhance the	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	pride in its heritage.								solemnity of these events but also instill patriotism and unity among students and staff, contributing to the overall atmosphere of pride and respect within the school community.					
38	Training and Advisor Fee for Musical Dear Edwina Jr. - This fee covers comprehensive training sessions, including acting, choreography, and singing, totaling approximately 500 hours. The	2025/4 - 2025/8	S1 - S5	30	\$97,000.00	\$3,233.33	E5	Cross-Disciplinary (Others)	This training significantly enhanced students' performance skills, teamwork, and confidence on stage. The professional guidance from experienced advisors ensured a polished and	✓		✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	training is designed to enhance students' performance skills, stage presence, and confidence. Professional advisors and instructors will guide participants through the creative process, ensuring a high-quality production and providing valuable learning experiences in the performing arts								high-quality production. Through this program, students gained valuable experience in the performing arts, fostering creativity, discipline, and collaboration. The success of the musical demonstrated the effectiveness of the training, making it a worthwhile investment in both the students' development and the school's reputation for					

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									excellence in extracurricular activities.					
39	Experiential Learning Day - To provide students with a comprehensive platform to cultivate core values through targeted initiatives. For S1 and S4 students, the focus is on fostering a spirit of service, encouraging commitment to community engagement and social responsibility. S2 students participate in a meticulously planned day	2025/6/25-6/26	S1 - S4	451	\$26,790.26	\$59.40	E1 & E5	Values Education	The program provides an effective platform for students to develop important values and skills. For S1 and S4 students, the focus is on a spirit of service encourages social responsibility and community involvement. The S2 day camp promotes perseverance, helping students build	✓			✓	

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	camp aimed at instilling perseverance, equipping them with the resilience and determination necessary to overcome challenges. S3 students engage in curated film appreciation sessions that emphasize empathy, enabling them to develop a profound understanding of diverse perspectives and emotional intelligence. Collectively, these initiatives are strategically								resilience and determination. The S3 film appreciation sessions foster empathy, teaching students to understand and connect with others' perspectives. Overall, the program is well-structured and supports the holistic development of students, making it a valuable initiative.					

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	structured to support holistic personal development and the cultivation of essential life skills.													
40	Booking and transportation fee of bowling lanes for PE lessons	2025/3/18-2025/5/16	S3 & S5	197	\$10,200.00	\$51.78	E1 & E2	Activity	The horizon of students in sports field has been widened. They showed interest and enjoyed learning bowling in an authentic venue.			✓		
41	Transportation fee for field study on reptiles and biodiversity in Kadoorie Farm	2025/4/14 & 5/8	S2 - S3	26	\$2,900.00	\$111.54	E2	Science	Satisfactory. Students gained a deeper understanding of snake habitats during the visit. Moreover, at the natural		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									plant nursery on the farm, they learned about the wide variety of plants and the biodiversity present in the area.					
42	S4 Training Camp: To strengthen S4 students' self understanding and team leadership through adventure based camp	2024/9/12 - 9/14	S4	104	\$95,420.00	\$917.50	E1	Others, please specify: Student Activities	Students were equipped with a more mature mentality for being a leader for herself and her team.	✓			✓	
43	TOSS APPS Leadership Development Project: To develop S3-4 students to have better understanding about programme	2025/5 - 2025/8	S3 - S4	24	\$52,456.10	\$2,185.67	E1	Others, please specify: Student Activities	S3-4 students successfully helped the new S1 students to better adapt to the new environment and build up new social connections		✓			✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ù the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
	planning through organising programmes for new S1								with classmates.					
44	TOSS Bud Young Leaders Project: To train potential leaders to become more capable team player through camp and shadowing	2024/10 - 2025/1	S2 - S3	32	\$10,000.00	\$312.50	E1	Others, please specify: Student Activities	S2-3 students learned how to work as a good team player in the process of serving and shadowing.		✓			✓
45	S4 EC Visit to M+: To raise students understanding about HKSAR as a centre for Chinese and Western cultural exchange	2025/5	S4	58	\$7,102.00	\$122.45	E1	Others, please specify: Student Activities	Students knew more how Chinese and Western culture can co-exist and benefits each other in HKSAR.		✓			✓
46	S5 CS Movie Appreciation: To appreciate the sports development in China	2025/5	S5	93	\$7,475.00	\$80.38	E1	Others, please specify: Student Activities	Students knew more how Chinese and Western culture can co-exist and benefits each	✓	✓			✓

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
									other in HKSAR.					
47	English Debate Team - Coach fee for debate training	2024/9/27-2025/5/13	S2-S5	17	\$8,937.50	\$525.74	E6	English Language	Satisfactory	✓		✓		
48	Film appreciation and transportation fee for S3 students, to teach students to review their inner strength and reflect their attitude towards life	2025/6/26	S3	123	\$2,000.00	\$16.26	E1, E2	Values Education	Students engaged in the activity and responded positively with deep reflection of their life attitude and how to face challenges.	✓		✓		
Sub-total of Item 1.1				1,000,691.51										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
Sub-total of Item 1.2					0.00									
Expenses for Category 1				1,000,691.51										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1			
Expenses for Category 2			0.00
Expenses for Categories 1 & 2			\$1,000,691.51

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	630
Number of student beneficiaries:	630
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms. Wong Yin Shan
Post of Contact Person for LWL:	Vice Principal

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

Code for Expenses

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Tak Oi Secondary School
Report on the Use of the Student Activities Support Grant
2024-2025 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$93,600.00
B	Expenditure in the Current School Year:	\$18,586.50
C	Unspent Amount to be Returned to the EDB (A – B):	\$75,013.50

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$500.00
Full-grant under the School Textbook Assistance Scheme	20	\$16,395.50
Meeting the school-based financially needy criteria	3	\$1,691.00 (capped at 25% of the total allocation for the school year)
Total	5	\$18,586.50

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLA / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	To offer training for various musical instrument and vocal class, including choir, string ensemble, Chinsese orchestra, violin class,etc and an admission fee was required	Arts (Music)	9	7,587.00	✓		✓		
2	To offer training for various sports activities, including athletics,badminton, table tennis, and others, an admission fee was required	Physical Education	1	183.00			✓		
3	Leadership training programs were implemented to support the growth and development of students. These programs aimed to equip students with essential skills, such as effective communication, teamwork, and decision-making. By fostering leadership initiative and become confident leaders in their school and community	Leadership Training	6	3,000.00	✓		✓		
4	Handicraft classes and choral speaking sessions were organized to promote aesthetic development and enhance students' creative skills. These activities aimed to cultivate an appreciation for the arts while encouraging self-expression and teamwork	Arts (Others)	1	180.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
5	A picnic builds moral and civic values through teamwork, sharing, and respect. It teaches care for nature and working together. By spending time together, people learn kindness, empathy, and responsibility for others and the environment.	Moral, Civic and National Education	2	74.00	✓		✓		
6	The student actively participated in various types of academic competitions, showcasing their skills and knowledge in diverse fields. These competitions not only helped the student enhance their critical thinking and problem-solving abilities but also fostered teamwork, perseverance, and self-confidence. Through these experiences, the student gained valuable insights and developed a passion for continuous learning and improvement.	Mathematics	2	908.00		✓			
Expenses for Category 1			21	\$11,932.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	<u>Path to God’s Love and Beauty Study Tour</u> The Spain and France Study Tour is a meaningful cross-cultural experience focused on personal growth and global awareness.	Moral, Civic and National Education	1	5,000.00	✓		✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
2	<u>Guangzhou Sister School Exchange Tour</u> The tour are focusing on cultural exchange and intellectual growth. Students engaged in hands-on activities They also attended seal-cutting workshops, visited the library, and joined team-building activities, fostering connections with their Guangzhou peers.	Moral, Civic and National Education	2	1,654.50	✓		✓		
Expenses for Category 2			3	\$6,654.50					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
Expenses for Category 3			0	\$0.00					
Total			24	\$18,586.50					

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

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

Endorsed by
The Incorporated Management Committee of
Tak Oi Secondary School

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

Date: 30 October 2025