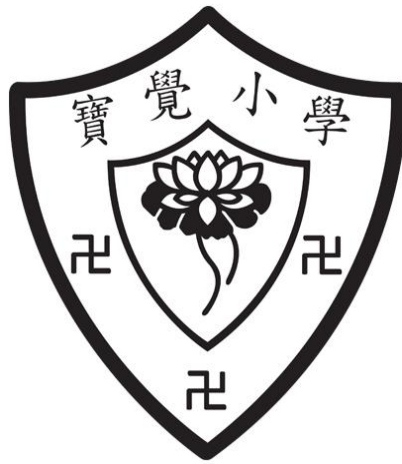


Po Kok Primary School



Annual School Plan

2025- 2026

Po Kok Primary School
Annual School Plan
2025-2026

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A. School Vision & Mission

The vision of the School is as follows:-

- to adopt the motto of the Buddha's spirit of "benevolence and fraternity" and to nurture students' good characters;
- to provide a caring, supportive and stimulating environment which nurtures an all-round education and development of our students;
- to develop the full potential of our students that will enable them to become confident and independent in all aspects of school life;
- to prepare our students for their responsibilities as good citizens and develop their awareness of their role in the community.

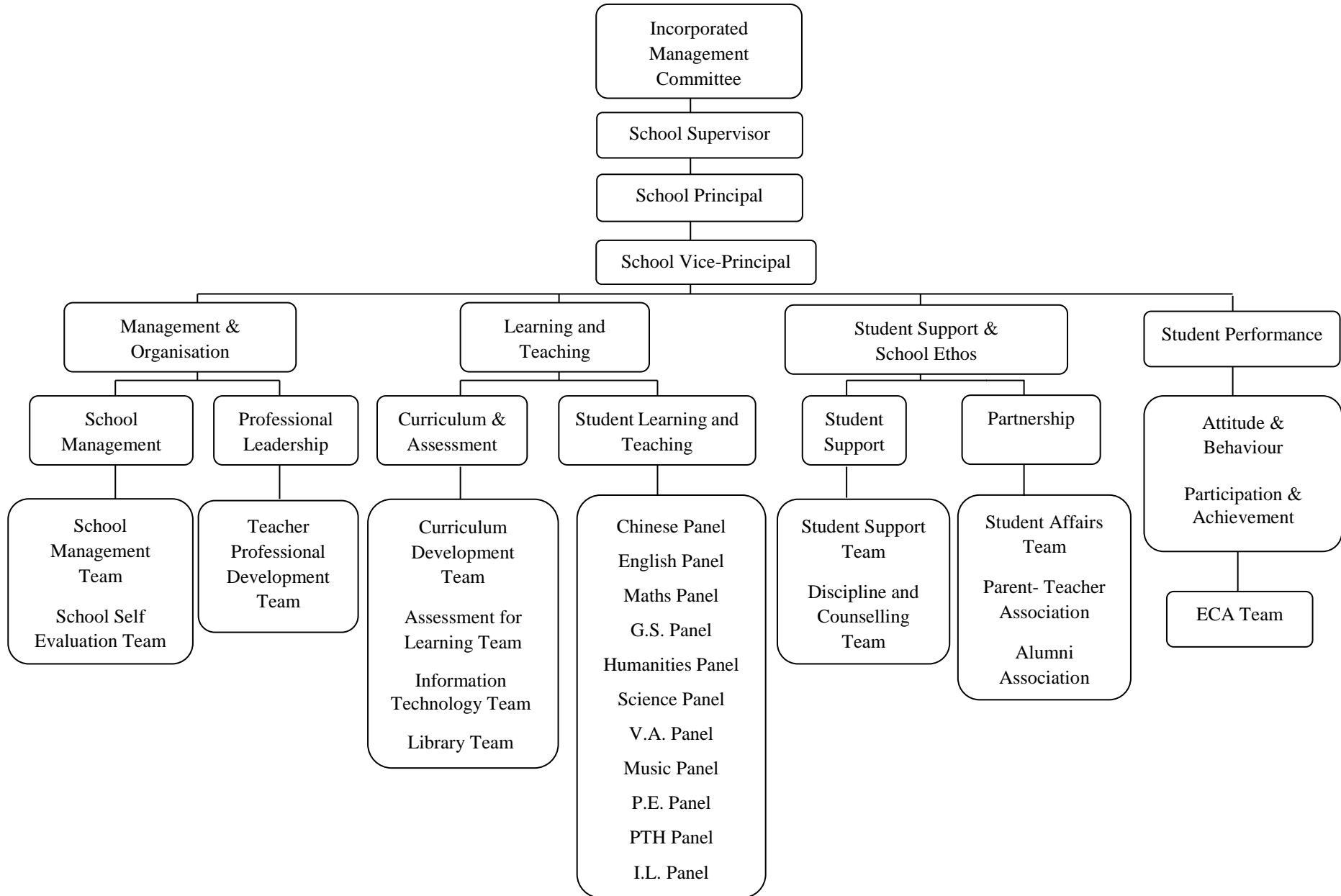
The mission of the School is as follows:-

- to allow students to have a better understanding of Buddhism through Buddhist studies and related extra-curricular activities, which help students further explore the Buddha's spirit of "benevolence and fraternity", and facilitate their mental and intellectual developments;
- to help students acquire the ability of self-discipline and enhance their sense of belonging to the School;
- to encourage students to take part in more extra-curricular activities and create a language rich environment so that they can enhance their proficiency in Chinese and English and develop their multiple intelligence;
- to keep close touch with parents through activities organised by the Parent-Teacher Association and constant contact between teachers and parents, thus facilitating the School's development and enhancing learning efficacy;
- to help students acquire knowledge of information technology and develop the ability to apply information technology so that they are able to meet the needs of society in the twenty-first century.

B. School Goals

- Uphold moral and spiritual values based on Buddhism principles, help students further explore the Buddha's spirit of "benevolence and fraternity";
- Provide a holistic education that nurtures the whole person and helps students acquire the ability of self-discipline and enhance their sense of belonging to the School;
- Promote multiple- intelligence development to allow students to develop their own individual talents and a bilingual program that emphasizes both English and Chinese languages and cultures and leads to fluency in these two languages;
- Nurture in each student an open outlook in life, respect for cultural diversity and the beliefs and values of all people, and a sense of commitment and social responsibility;
- Helps students to become flexible thinkers who are able to question existing thinking, adapt and creatively meet the demands of the future;
- Integrate liberal arts, science and technology to allow students to adjust well in a competitive global society.

C. School Administration Chart



D. Team and Panel List

Domain	Division	Team/Panel	Team Leader/ Panel Head	Members
Management & Organisation	School Management (Mr Danny Chan)	School Management	Ms Kathy Chung	Mr Danny Chan, Mr Wayne Yip, Ms Agnes Wong, Ms Sarah Lau, Ms Jessica Lee, Ms Eva Lee, Ms Polly Ching, Ms Charlie Wong, Ms Queenie Fok
		School Self Evaluation Team	Mr Danny Chan	Mr Wayne Yip, Ms Agnes Wong, Ms Sarah Lau, Ms Polly Ching, Teachers' Representative
	Professional Leadership (Mr Danny Chan)	Teacher Professional Development Team	Mr Danny Chan	Mr Danny Chan, Ms Charlie Wong, Ms Savannah Wong, Ms Queenie Fok, Ms Wendy Ling, Ms Jessica Cheong, Ms Elfreda Mak, Ms Sarah Lau, Teachers' Representative
Learning & Teaching	Curriculum & Assessment (Ms Sarah Lau)	Curriculum Development Team	Ms Sarah Lau	Ms Charlie Wong, Ms Savannah Wong, Ms Queenie Fok, Ms Wendy Ling, Ms Jessica Cheong, Ms Elfreda Mak
		Assessment for Learning Team	Ms Eva Lee	Ms Charlie Wong, Ms Savannah Wong, Ms Queenie Fok, Ms Wendy Ling, Ms Jessica Cheong, Ms Elfreda Mak, Ms Sarah Lau
		Information Technology Team	Mr Stephen Ko	Mr Wayne Yip, Ms Sarah Lau, TSS
		Library Team	Ms Kan Chan	Ms Charlie Wong, Ms Savannah Wong, Ms Queenie Fok, Ms Wendy Ling, Ms Jessica Cheong, Ms Elfreda Mak, Ms Sarah Lau
	Student Learning & Teaching (Ms Sarah Lau)	Chinese Panel	Ms Charlie Wong/ Ms Savannah Wong	Ms Jenny Hor, Ms Cindy Li, Ms Grace Chan, Ms Jackie Lee, Ms Florence Kwan, Ms Lucia Weng, Ms May Law, Ms Cherry Yeung
		English Panel	Ms Queenie Fok	Ms Kitty Wan, Ms Doris Law, Ms Jessica Lee, Mr Gary Au-yeung, Mr Danny Chan, Ms Kan Chan, Ms Agnes Wong, Ms Dawnelle Roxanne Clarke
		Mathematics Panel	Ms Wendy Ling/ Ms Jessica Cheong	Mr Wayne Yip, Mr Roy Leung, Ms Elfreda Mak, Ms Eva Lee, Ms Maxine Lui, Mr Stephen Ko, Ms Polly Ching, Mr Ray Ching
		General Studies Panel	Ms Elfreda Mak	Ms Karen Chau, Mr Raphael Yu, Ms Grace Chan, Mr Kenson Choi, Mr Steve Lai, Ms Sarah Lau
		Humanities Panel	Ms Elfreda Mak	Ms Yanner Leung, Ms Cherry Yeung, Ms Wendy Ling
		Science Panel	Ms Sarah Lau	Mr Stephen Ko, Ms Wendy Ling
		Visual Arts Panel	Ms Cindy Li	Ms Kitty Wan, Ms Jenny Hor, Ms Doris Law, Ms Elfreda Mak, Ms Jackie Lee, Ms Kan Chan
		Music Panel	Mr Roy Leung	Ms Polly Ching, Ms Jessica Cheong, Mr Ray Ching, Ms Queenie Fok
		Physical Education Panel	Mr Kenson Choi	Mr Wayne Yip, Mr Steve Lai
		Putonghua Panel	Ms Florence Kwan	Ms Yanner Leung, Ms Grace Chan, Ms May Law, Ms Eva Lee
Integrated Learning Panel	Ms Polly Ching	Ms Charlie Wong, Mr Stephen Ko, Ms Kan Chan, Ms Yanner Leung, Ms Jenny Hor, Ms Doris Law, Ms Jessica Cheong, Mr Gary Au-yeung, Ms Maxine Lui, Ms May Law, Mr Raphael Yu, Ms Wendy Ling, Ms Karen Chau		
Student Support & School Ethos	Student Support (Ms Agnes Wong)	Student Support Team	Ms Agnes Wong	Ms Wendy Ling, Ms Jackie Lee, Ms Doris Law, Ms Cherry Yeung, Social Worker, Speech Therapist
		Discipline & Counseling Team	Ms Polly Ching/ Ms Mamta	Ms Jenny Hor, Ms Grace Chan, Ms Maxine Lui, Mr Stephen Ko, Mr Gary Au-yeung, Ms Kan Chan, Social Worker
	Partnership (Ms Jessica Lee)	Student Affairs Team	Ms Jessica Lee	Ms Agnes Wong, Ms May Law, Ms Florence Kwan, Ms Karen Chau
		Parent- Teacher Association	Ms Jessica Lee	Mr Danny Chan, Ms Polly Ching, Ms Queenie Fok, Ms Mamta, Ms Dawnelle Roxanne Clarke, Mr Steve Lai, Ms Jackie Lee
Alumni Association	Ms Jessica Lee	Ms Eva Lee, Ms Jenny Hor		
Students Performance	Attitude & Behavior Participation & Achievement (Mr Wayne Yip)	Extra- curricular Activity Team	Mr Wayne Yip	Mr Roy Leung, Mr Kenson Choi, Ms Cindy Li, Mr Raphael Yu

School Annual Plan 2025- 2026

Major concern I: Inspire Engage Students Through Wonder, Nurture Active Learners

<p>Briefly list the feedback and Follow-up actions from the previous school year:</p> <ul style="list-style-type: none"> • Optimizing the Better Teaching and Learning Scheme 4.0 to enhance the effectiveness of 6E inquiry learning and self-directed learning strategies • Endeavouring to further develop students’ capabilities in active learning and inquiry learning • Enriching students’ learning experiences through STREAM education
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Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students’ capabilities in active learning and inquiry thinking	<p><u>Curriculum Development Team</u></p> <ul style="list-style-type: none"> • Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	<p>From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★80% of the teachers can</p> <ul style="list-style-type: none"> • implement the refined scheme. • design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> • Stakeholder survey • School-based students’ questionnaire • Record of lesson observations • Co-planning • Minutes of subject meetings 	• Year round	• All subjects	<ul style="list-style-type: none"> • Better Teaching and Learning Scheme 4.0 • Co-planning record
	<ul style="list-style-type: none"> • Develop students’ capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	<p>From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire,</p> <ul style="list-style-type: none"> • over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. • over 75% of the P.3-6 students are able to make use of e-learning platforms to conduct self-learning activities. • Over ★80% of the students can achieve the “Independent Learner” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> • Record of lesson observations • Samples of school-based worksheets and materials • Stakeholder survey • School-based students’ questionnaire • Minutes of subject meetings • Po Kok SuperSTAR Award Scheme 			
	<p><u>Assessment for Learning Team</u></p> <ul style="list-style-type: none"> • Once the KWL strategies are implemented, major subject teachers can display students’ learning outcomes and assess their performance using e-learning platforms. Additionally, teachers will offer tailored feedback and guidance based on each student’s learning challenges. 	<ul style="list-style-type: none"> • ★55% of the P.3-6 students can achieve over 60% correctness in the short quizzes in each major subject lesson observations by using the e-learning platforms. 	<ul style="list-style-type: none"> • Results of the short quizzes from the major subject • Lesson observations 	• Year round	<ul style="list-style-type: none"> • All subjects • CD Team 	<ul style="list-style-type: none"> • Data analysis of RainbowOne • Google form quizzes • Other electronic platforms

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	Information Technology Team <ul style="list-style-type: none"> • Make use of e-learning platforms to conduct self-learning activities 	<ul style="list-style-type: none"> • Over ★85% of the teachers agree that the use of e-learning platform can enhance students' self-learning. • Over ★85% of the teachers are able to conduct self-learning activities with the use of e-learning platforms. 	<ul style="list-style-type: none"> • Teachers' questionnaire • Lesson observation record • Minutes of Subject Panels 	• Year round	• Major Subjects	<ul style="list-style-type: none"> • Online learning platform • Teaching resources of major subjects
	Library Team <ul style="list-style-type: none"> • Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★80% of the teachers can <ul style="list-style-type: none"> • implement the refined scheme. • design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> • Stakeholder survey • School-based students' questionnaire • Record of lesson observations • Co-planning • Minutes of subject meetings 	• Year round	• CD Team	<ul style="list-style-type: none"> • Better Teaching and Learning Scheme 4.0 • Co-planning record
	<ul style="list-style-type: none"> • Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, <ul style="list-style-type: none"> • over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. • over 75% of the P.3-6 students agree that they are able to make use of e-learning platforms to conduct self-learning activities. • over ★70% of the students achieve the title of "Scholastic Reader" in the Po Kok SuperSTAR Scheme (70% of the total number of stars in the whole year). 	<ul style="list-style-type: none"> • Record of lesson observations • Samples of school-based worksheets and materials • Stakeholder survey • School-based students' questionnaire • Minutes of subject meetings • Po Kok SuperSTAR Award Scheme 	• Year round	• CD Team • DC Team	<ul style="list-style-type: none"> • School-based worksheets and materials • Record of Po Kok SuperSTAR Scheme
	中文科 <ul style="list-style-type: none"> • 老師能持續優化教學策略，落實「優化課堂教學計劃 4.0」，深化學生自主學習能力 	從恆常會議、觀課及共同備課文件中可見，★80%老師能： <ul style="list-style-type: none"> • 實踐優化後的課堂教學計劃。 • 設計教學活動以促進學生的探究思維和自主學習策略（即 6E 探究模式、KWL 圖表、預習工作表、自學組織圖、紅綠燈自我檢查表等）。 	<ul style="list-style-type: none"> • 持分者問卷 • 校本學生問卷 • 科務會議紀錄 • 觀課 • 共同備課文件 	• 全年性	• 課程組	<ul style="list-style-type: none"> • 中文科優化教學計劃 4.0 • 共同備課文件

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<ul style="list-style-type: none"> 學生通過參與探究思維學習活動和利用電子學習平台進行自主學習活動，培養自主學習和探究思維能力 	<p>從校本學生問卷、科務會議紀錄、共同備課及觀課後檢討中可見：</p> <ul style="list-style-type: none"> 超過★80%的學生同意，透過參與課堂的探究性學習活動，能夠培養主動學習和探究的思維能力。 超過 75%的小三至六年級學生能夠利用電子學習平台進行自學活動。 超過★80%的學生在 Po Kok SuperSTAR 計劃中獲得「Independent Learner」稱號（佔全年星星總數的 70%）。 	<ul style="list-style-type: none"> 觀課 校本工作紙 持分者問卷 校本學生問卷 科務會議紀錄 PoKok SuperSTAR 計劃記錄 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 訓輔組 	<ul style="list-style-type: none"> 校本工作紙 Po Kok SuperSTAR 計劃
	<p>English Panel</p> <ul style="list-style-type: none"> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	<p>From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★80% of the teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record
	<ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	<p>From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire,</p> <ul style="list-style-type: none"> over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the P.3-6 students agree that they are able to make use of e-learning platforms to conduct self-learning activities. over ★80% of the students can achieve the “Independent Learner” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings Po Kok SuperSTAR Award Scheme 		<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok SuperSTAR Scheme
	<p>Mathematics Panel</p> <ul style="list-style-type: none"> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	<p>From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★80% of the teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, <ul style="list-style-type: none"> over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the P.3-6 students are able to make use of e-learning platforms to conduct self-learning activities. over ★80% of the students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (IMPRESS) (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings Po Kok SuperSTAR Award Scheme 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok SuperSTAR Scheme
	<p>General Studies Panel</p> <ul style="list-style-type: none"> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★80% of the teachers can <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record
	<ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, <ul style="list-style-type: none"> over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the P.3-6 students agree that they are able to make use of e-learning platforms to conduct self-learning activities. over ★80% of the students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings Po Kok SuperSTAR Award Scheme 		<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok SuperSTAR Scheme

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<p>Humanities Panel</p> <ul style="list-style-type: none"> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	<p>From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over 80% of the teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Record of lesson observations Co-planning Stakeholder survey School-based students' questionnaire Minutes of subject meetings 	• Year round	• CD Team	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record
	<ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	<p>From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire,</p> <ul style="list-style-type: none"> over 80% of the P.1 and P.4 students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the P.4 students agree that they are able to make use of e-learning platforms to conduct self-learning activities. over 80% of the P.1 and P.4 students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings Po Kok SuperSTAR Award Scheme 		<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok SuperSTAR Scheme
	<p>Science Panel</p> <ul style="list-style-type: none"> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	<p>From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over 80% of the teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	• Year round	• CD Team	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, <ul style="list-style-type: none"> Over 80% of the P.1 and P.4 students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the P.4 students agree that they are able to make use of e-learning platforms to conduct self-learning activities. over 80% of the P.1 and P.4 students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings Po Kok SuperSTAR Award Scheme 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok SuperSTAR Scheme
	Visual Arts Panel <ul style="list-style-type: none"> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★80% of the teachers can <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record
	<ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom 	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, <ul style="list-style-type: none"> over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the P.3-6 students agree that they are able to make use of e-learning platforms to conduct self-learning activities. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings Po Kok SuperSTAR Award Scheme 		<ul style="list-style-type: none"> All subjects CD Team 	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok SuperSTAR Scheme
	Music Panel <ul style="list-style-type: none"> Teachers are able to utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	From subject minutes, records of lesson observations and co-planning, school-based teacher questionnaire, over ★80% of teachers can <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Record of lesson observation Record of co-planning

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<ul style="list-style-type: none"> Students are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons and making use of e-learning platforms to conduct self-learning activities. 	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, <ul style="list-style-type: none"> over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the students agree that they are able to make use of e-learning platforms to conduct self-learning activities. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> Supplementary worksheets Preview worksheets
	Physical Education Panel <ul style="list-style-type: none"> Teachers are able to utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	From subject minutes, lesson observations and co-planning meetings, over ★80% of teachers can <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record
	<ul style="list-style-type: none"> Students are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons and making use of e-learning platforms to conduct self-learning activities. 	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, <ul style="list-style-type: none"> over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the P.3-6 students agree that they are able to make use of e-learning platforms to conduct self-learning activities. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings 			<ul style="list-style-type: none"> My Fitness Booklet
	普通話科 <ul style="list-style-type: none"> 老師持續優化教學策略，落實「優化課堂教學計劃 4.0」，深化學生自主學習能力。 	<ul style="list-style-type: none"> 有★80%以上的老師能實踐優化後的課堂教學計劃 4.0。設計課堂教學活動，促進學生的探究思維和自主學習策略。(即 6E 探究模式、KWL 圖表、預習工作紙、紅綠燈自我檢示等。) 	<ul style="list-style-type: none"> 老師問卷 科務會議紀錄 觀課文件 共同備課文件 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 	<ul style="list-style-type: none"> 問卷記錄 恆常科組會議紀錄 觀課文件 共同備課記錄
	<ul style="list-style-type: none"> 學生通過參與探究思維學習活動和利用電子學習平台進行自主學習活動，培養自主學習和探究思維能力。 	<ul style="list-style-type: none"> 有★80%以上的學生認同，透過參與課堂的探究性學習活動，能培養主動學習和探究的思維能力。 有 75%以上的小三至六年級學生能夠利用電子學習平台進行自學活動。 	<ul style="list-style-type: none"> 觀課 持分者問卷 校本學生問卷 科務會議 共同備課 			<ul style="list-style-type: none"> 問卷記錄 觀課文件 會議記錄 共同備課文件

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<p><u>Integrated Learning Panel</u></p> <ul style="list-style-type: none"> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning 	<p>From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★80% of the teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.). 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of Integrated Learning Subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 4.0 Co-planning record
	<ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom. 	<p>From minutes of subject meetings, co-planning record and school-based student questionnaire,</p> <ul style="list-style-type: none"> over ★80% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. 	<ul style="list-style-type: none"> Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of Integrated Learning Subject meetings 			<ul style="list-style-type: none"> School-based worksheets and materials
	<p><u>Discipline and Counselling Team</u></p> <ul style="list-style-type: none"> Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom Po Kok SuperSTAR (IMPRESS) Independent Learner 	<p>From minutes of team meetings and school-based student questionnaire,</p> <ul style="list-style-type: none"> over ★80% of the students agree that this award scheme could enhance them to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. over 75% of the students agree that this award scheme could enhance them to make use of e-learning platforms to conduct self-learning activities. <p>From the result of Po Kok SuperSTAR, over ★80% of the students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).</p>	<ul style="list-style-type: none"> School-based students' questionnaire Record of minutes of CD Team and four major subjects Record of number of students who achieved the "Independent Learner" title 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team Four major subjects 	<ul style="list-style-type: none"> Edx app for Po Kok SuperSTAR Prizes

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Promote STREAM education to step up for self-directed learning	<u>Teachers Professional Development Team</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> Over ★90% of the teachers can participate in a STREAM-related knowledge training course. 	<ul style="list-style-type: none"> Records of major subjects' minutes Teachers' questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Major Subjects' Panel Head 	<ul style="list-style-type: none"> GEESE Program
	<u>Curriculum Development Team</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> Over ★75% of the students can score at least 7 marks in the theme-based STREAM project learning activities. From the school-based student questionnaire, over ★75% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Mark record of STREAM project learning 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> General Studies Humanities Science Mathematics Visual Arts Library Team Related subjects 	<ul style="list-style-type: none"> Samples of STREAM project Scientific inquiry learning materials
	<u>Information Technology Team</u> <ul style="list-style-type: none"> Establish school-based STREAM talent pool to develop students' potential through regular training and inter-school competitions 	<ul style="list-style-type: none"> Over ★65% of the selected students agreed that the regular training and taking part in the competitions can enhance their self-directed learning skills. 	<ul style="list-style-type: none"> Websams – Talent Databank Students' questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> ECA team 	<ul style="list-style-type: none"> Websams online platform Students' competition record
	<u>Library Team</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> Over ★75% of the students can score at least 7 marks in the theme-based STREAM project learning activities. From the school-based student questionnaire, over ★75% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Mark record of STREAM project learning 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Mathematics General Studies Integrated Learning Visual Arts 	<ul style="list-style-type: none"> Samples of STREAM project Scientific inquiry learning materials
	中文科 <ul style="list-style-type: none"> 學生能夠通過不同的學習活動獲得與 STREAM 相關的知識和技能。 	<p>從校本問卷、科務會議紀錄、STREAM 小冊子中所見：</p> <ul style="list-style-type: none"> 超過★75%的學生在 STREAM 學習活動中獲得至少 7 分。 超過 75%的學生認為 STREAM 活動和其他科學探究活動可以鼓勵他們主動建構知識。 	<ul style="list-style-type: none"> 校本問卷 科務會議紀錄 STREAM 小冊子 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 	<ul style="list-style-type: none"> STREAM 小冊子

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Promote STREAM education to step up for self-directed learning	<u>English Panel</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> From the school-based student questionnaire, over ★75% of the students agree that their reading skills can be enhanced through the PEEG STREAM booklet. From the school-based student questionnaire, over ★75% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Mark record of STREAM project learning 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Mathematics General Studies Visual Arts Library Team Related subjects 	<ul style="list-style-type: none"> Samples of STREAM booklet STREAM project Scientific inquiry learning materials
	<u>Mathematics Panel</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> Over ★75% of the students can score at least 7 marks in the theme-based STREAM project learning activities. From the school-based student questionnaire, over ★75% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Mark record of STREAM project learning 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> General Studies Science Humanities Visual Arts Library Team Related Subjects 	<ul style="list-style-type: none"> Samples of STREAM project Scientific inquiry learning materials
	<u>General Studies Panel</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> Over ★75% of the students can score at least 7 marks in the theme-based STREAM project learning activities. From the school-based student questionnaire, over ★75% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Mark record of STREAM project learning 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team Science Humanities Library Team Mathematics Visual Arts 	<ul style="list-style-type: none"> Samples of STREAM project Scientific inquiry learning materials
	<u>Science Panel</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> Over 75% of the P.1 and P.4 students can score at least 7 marks in the theme-based STREAM project learning activities. From the school-based student questionnaire, over 75% of the P.1 and P.4 students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Mark record of STREAM project learning 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team General Studies Library Team Mathematics Visual Arts Related Subjects 	<ul style="list-style-type: none"> Samples of STREAM project Scientific inquiry learning materials
	<u>Visual Arts Panel</u> <ul style="list-style-type: none"> Equip students to acquire STREAM-related knowledge and skills through different learning activities 	<ul style="list-style-type: none"> Over ★75% of the students can score at least 7 marks in the theme-based STREAM project learning activities. From the school-based student questionnaire, over ★75% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Mark record of STREAM project learning 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Library Team Mathematics General Studies Science Humanities Related subjects 	<ul style="list-style-type: none"> Samples of STREAM project Scientific inquiry learning materials

Major Concern II: Implement positive education, cultivate students' positive values and mindsets, and enhance their sense of well-being

Briefly list the feedback and follow-up actions from the previous school year:

- Implement positive education, which aims to inspire students' inner potential, help them establish positive character, positive emotions, and positive interpersonal relationships, laying a solid foundation for a fulfilling life.
- Provide opportunities for students to serve in the community and engage them in reflection after the service.

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	Curriculum Development Team <ul style="list-style-type: none"> • Introduce the positive reading programme to promote positive values and mindsets 	<ul style="list-style-type: none"> • Over ★75% of the students can complete the theme-based positive reading book report. • From the school-based student questionnaire, over ★75% of the students agree that the positive reading Campus TV programmes can promote positive values. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Positive reading book report samples 	• Year round	<ul style="list-style-type: none"> • Chinese • English • General Studies • Humanities • Science • Library Team 	<ul style="list-style-type: none"> • Positive reading book report samples • Related teaching materials
	Library Team <ul style="list-style-type: none"> • Introduce the positive reading programme to promote positive values and mindsets 	<ul style="list-style-type: none"> • Over ★75% of the students can complete the theme-based positive reading book report. • From the school-based student questionnaire, over ★75% of the students agree that the positive reading Campus TV programmes can promote positive values. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Positive reading book report samples 	• Year round	<ul style="list-style-type: none"> • Chinese • English • General Studies • Humanities • Science 	<ul style="list-style-type: none"> • Positive reading book report samples • Related teaching materials
	中文科 <ul style="list-style-type: none"> • 引入積極閱讀計劃，以促進積極的價值觀和心態 	從科務會議紀錄、正向閱讀小冊子記錄及校本學生問卷可見： <ul style="list-style-type: none"> • 超過★75%的學生能夠完成主題式正向讀書報告。 • 超過★75%的學生認為，校園電視台節目可以推廣正向價值觀。 	<ul style="list-style-type: none"> • 科務會議紀錄 • 正向閱讀小冊子記錄 • 校本學生問卷 	• 全年性	• 課程組	<ul style="list-style-type: none"> • 正向閱讀小冊子 • 相關教學資源
	<ul style="list-style-type: none"> • Po Kok SuperSTAR (IMPRESS) Master of Relationships I Appreciate: 學生寫下欣賞的話，欣賞同學們的優質課業 • We Appreciate: 師生寫下欣賞感謝中文大使的服務 	<ul style="list-style-type: none"> • 超過★75%的小三至六年級學生在寶覺超級明星獎勵計劃中獲得「Master of Relationship」稱號（佔全年明星總數的 70%）。 	<ul style="list-style-type: none"> • 科務會議紀錄 • 校本學生問卷 		• 學生支援組	<ul style="list-style-type: none"> • We appreciate 壁報 • I appreciate 壁報 • Po Kok SuperSTAR 計劃
	English Panel <ul style="list-style-type: none"> • Introduce the positive reading programme to promote positive values and mindsets 	<ul style="list-style-type: none"> • Over ★75% of the students can complete the theme-based positive reading book report. • From the school-based student questionnaire, over ★75% of the students agree that the positive reading Campus TV programmes can promote positive values. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Positive reading book report samples 	• Year round	<ul style="list-style-type: none"> • CD Team • Chinese • General Studies • Humanities • Science • Library Team 	<ul style="list-style-type: none"> • Positive reading book report samples • Related teaching materials

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	<ul style="list-style-type: none"> Po Kok Super STAR (IMPRESS) Master of Relationships I Appreciate: Students write words of appreciation to appreciate their classmates' good work We Appreciate: Teachers and students write words of appreciation to appreciate English Ambassadors 	<ul style="list-style-type: none"> Over ★75% of the P.3-6 students can achieve the "Master of Relationship" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). Over 75% of the P.3-6 students agree this scheme can help them to appreciate the strengths of themselves and others, and enhance their sense of happiness. 	<ul style="list-style-type: none"> Minutes of subject meeting School-based questionnaire Student questionnaire Record of number of students who achieved the "Master of Relationship" title 	Year round	<ul style="list-style-type: none"> DC Team SS Team 	<ul style="list-style-type: none"> We appreciate board I appreciate board Record of Po Kok SuperSTAR Scheme
	<p>Mathematics Panel</p> <ul style="list-style-type: none"> We Appreciate: Teachers and ambassadors are assigned to praise the ambassadors monthly for the outstanding or great improvement ambassadors for the services at school. 	<ul style="list-style-type: none"> Over ★75% of the P.4-6 students agree this scheme can cultivate positive campus culture and environment and help them to appreciate the strengths of others. 	<ul style="list-style-type: none"> School-based students' questionnaire Minutes of subject meetings 	Year round	SS Team	<ul style="list-style-type: none"> "We appreciate ..." board
	<ul style="list-style-type: none"> I Appreciate: Teachers post the students' good work on their studies monthly, post them on the classroom board and invite classmates to write the appreciation message. 	<ul style="list-style-type: none"> Over ★75% of the P.3-6 students agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships. 				<ul style="list-style-type: none"> Classroom board Appreciation memos
	<ul style="list-style-type: none"> Po Kok SuperSTAR Award Scheme (IMPRESS) Master of Relationships 	<ul style="list-style-type: none"> Over ★75% of the students can achieve the "Master of Relationship" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Po Kok SuperSTAR Award Scheme 		DC Team	<ul style="list-style-type: none"> Banner in classroom Edx app record for Po Kok SuperSTAR Scheme Prizes
	<p>General Studies Panel</p> <ul style="list-style-type: none"> Introduce the positive reading programme to promote positive values and mindsets 	<ul style="list-style-type: none"> Over ★75% of the students can complete the theme-based positive reading book report. From the school-based student questionnaire, over ★75% of the students agree that the positive reading Campus TV programmes can promote positive values. 	<ul style="list-style-type: none"> Minutes of subject meetings Positive reading book report samples 	Year round	<ul style="list-style-type: none"> Library Team Chinese English Humanities Science 	<ul style="list-style-type: none"> Positive reading book report samples Related teaching materials
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationships 	<ul style="list-style-type: none"> Over ★75% of the students can achieve the "Master of Relationship" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Minutes of subject meetings School-based questionnaire 		SS Team	<ul style="list-style-type: none"> "We appreciate..." Board "I appreciate..." Board
	<ul style="list-style-type: none"> "We appreciate..." Board Teachers and students write appreciation messages to appreciate STREAM Ambassadors. 	<ul style="list-style-type: none"> Over ★75% of the students agree this scheme can cultivate positive campus culture and environment, and help them to appreciate the strengths of others. 				
	<ul style="list-style-type: none"> "I appreciate..." Board Teachers post the students' good work monthly, post them on the classroom board and invite classmates to write the appreciation message. 	<ul style="list-style-type: none"> ★75% of the students agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships. 				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources		
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	Humanities Panel <ul style="list-style-type: none"> Introduce the positive reading programme to promote positive values and mindsets 	<ul style="list-style-type: none"> Over 75% of the P.1 and P.4 students can complete the theme-based positive reading book report. From the school-based student questionnaire, over 75% of the P.1 and P.4 students agree that the positive reading Campus TV programmes can promote positive values. 	<ul style="list-style-type: none"> Minutes of subject meetings Positive reading book report samples 	• Year round	<ul style="list-style-type: none"> Library Team Chinese English Science 	<ul style="list-style-type: none"> Positive reading book report samples Related teaching materials 		
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationships 	<ul style="list-style-type: none"> Over 75% of the students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Minutes of subject meetings School-based questionnaire 				<ul style="list-style-type: none"> SS Team 	<ul style="list-style-type: none"> “We appreciate...” Board “I appreciate...” Board
	<ul style="list-style-type: none"> “We appreciate...” Board Teachers and students write appreciation messages to appreciate Environmental Protection Ambassadors. 	<ul style="list-style-type: none"> Over 75% of the students agree this scheme can cultivate positive campus culture and environment, and help them to appreciate the strengths of others. 						
	<ul style="list-style-type: none"> “I appreciate...” Board Teachers post the students’ good work monthly, post them on the classroom board and invite classmates to write the appreciation message. 	<ul style="list-style-type: none"> 75% of the students agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships. 						
	Science Panel <ul style="list-style-type: none"> Introduce the positive reading programme to promote positive values and mindsets 	<ul style="list-style-type: none"> Over 75% of the P.1 and P.4 students can complete the theme-based positive reading book report. From the school-based student questionnaire, over 70% of the P.1 and P.4 students agree that the positive reading Campus TV programmes can promote positive values. 	<ul style="list-style-type: none"> Minutes of subject meetings Positive reading book report samples 	• Year round	<ul style="list-style-type: none"> CD Team Library Team Chinese English General Studies 	<ul style="list-style-type: none"> Positive reading book report samples Related teaching materials 		
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationships 	<ul style="list-style-type: none"> Over 75% of the P.4 students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Minutes of subject meetings School-based questionnaire 				<ul style="list-style-type: none"> SS Team 	<ul style="list-style-type: none"> “We appreciate...” Board “I appreciate...” Board
	<ul style="list-style-type: none"> “We appreciate...” Board Teachers and students write appreciation messages to appreciate STREAM Ambassadors. 							
	<ul style="list-style-type: none"> “I appreciate...” Board Teachers post the students’ good work monthly, post them on the classroom board and invite classmates to write the appreciation message. 	<ul style="list-style-type: none"> Over 75% of the P.1 and P.4 students agree this scheme can help them to appreciate the strengths of themselves and others, and enhance their sense of happiness. 						

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	Visual Arts Panel <ul style="list-style-type: none"> “We appreciate ...” Board Teachers and students write words of appreciation to appreciate VA ambassadors monthly for the services at school. 	<ul style="list-style-type: none"> From the school-based questionnaire, over ★75% of the P.3-6 students agree this scheme can cultivate positive campus culture and environment, and help them to appreciate the strengths of others. 	<ul style="list-style-type: none"> Subject meeting Students’ questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> SS Team 	<ul style="list-style-type: none"> “We appreciate ...” Board
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationships 	<ul style="list-style-type: none"> Over ★75% of the P.3-6 students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme. 	<ul style="list-style-type: none"> Students’ questionnaire Po Kok SuperSTAR (IMPRESS) 			<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS)
	Physical Education <ul style="list-style-type: none"> “We appreciate ...” Board Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects. 	<ul style="list-style-type: none"> ★75% of the students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus. 	<ul style="list-style-type: none"> School-based students’ questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> SS Team 	<ul style="list-style-type: none"> “We appreciate ...” Board
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationships 	<ul style="list-style-type: none"> Over ★75% of the students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Result of Po Kok SuperSTAR (IMPRESS) 			
	普通話科 <ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationships (人際關係) 	<ul style="list-style-type: none"> 有★75%以上的學生能在「寶覺之星獎勵計劃」的「人際關係」範疇中達標。(在全年能取得星星的數目佔整體70%)。 	<ul style="list-style-type: none"> 校本學生問卷 校本教師問卷 科務會議記錄 老師觀察 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 訓輔組 學習支援組 	<ul style="list-style-type: none"> “We Appreciate”表格 EDX 記錄
	<ul style="list-style-type: none"> 教師挑選學生擔任普通話大使，在活動中進行協助，推廣普通話，在活動完成後，老師和大使們挑選一位欣賞的同學，並邀請同學在“We Appreciate”表格寫上讚賞的字句。 	<ul style="list-style-type: none"> 有★80%以上的小四至六年級學生認同正向校園文化及環境能幫助他們欣賞別人的長處。 				
	Integrated Learning Panel <ul style="list-style-type: none"> Appreciation card 	<ul style="list-style-type: none"> From the school-based students’ questionnaire, ★70% of the students agree that writing of appreciation card can cultivate a positive campus culture and environment. ★70% of the students agree that writing the appreciation card can help them to establish positive interpersonal relationships. 	<ul style="list-style-type: none"> School-based students’ questionnaire Observation Minutes of Integrated Learning Subject meetings APASO 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> / 	<ul style="list-style-type: none"> Appreciation cards Boards
	<ul style="list-style-type: none"> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect Po Kok Family-100th Day of School Celebration 	<ul style="list-style-type: none"> From the school-based student questionnaire, over ★80% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members. 	<ul style="list-style-type: none"> Minutes of Integrated Learning Subject meetings School-based questionnaire P.1 Interdisciplinary booklets samples Observation 	<ul style="list-style-type: none"> January 	<ul style="list-style-type: none"> / 	<ul style="list-style-type: none"> Videos Gifts Cards Songs Group game materials Refreshment

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources		
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	<ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> From the school-based teachers' questionnaire, over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. From the school-based students' questionnaire, over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based students' questionnaire School-based teachers' questionnaire, APASO Minutes of Integrated Learning Subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team CD Team 	<ul style="list-style-type: none"> / 		
	<p><u>Student Support Team</u></p> <ul style="list-style-type: none"> We Appreciate Teachers and ambassadors are assigned to appreciate the ambassadors monthly for the outstanding or great improvement ambassadors for the services at school. 	<ul style="list-style-type: none"> ★75% of the P.3-6 students agree this scheme can cultivate positive campus culture and environment, and help them to appreciate the strengths of others. 	<ul style="list-style-type: none"> Individual interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> All subjects and teams 	<ul style="list-style-type: none"> We appreciate board 		
	<ul style="list-style-type: none"> Independent Learner Teachers post the students' good work on their studies monthly, post them on the classroom board and invite classmates to write the appreciation message. 	<ul style="list-style-type: none"> ★75% of the P.3-6 students agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships. 	<ul style="list-style-type: none"> Students' questionnaires 				<ul style="list-style-type: none"> CD Four major subjects 	<ul style="list-style-type: none"> Classroom board Appreciation memos
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationship 	<ul style="list-style-type: none"> From the result of Po Kok SuperSTAR, over ★80% of the students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Record of number of students who achieved the "Master of Relationship" title 				<ul style="list-style-type: none"> All subjects and teams CD Teams DC Teams 	<ul style="list-style-type: none"> Edx app for Po Kok SuperSTAR Prizes
	<p><u>Discipline and Counselling Team</u></p> <ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Master of Relationship 	<ul style="list-style-type: none"> From the result of Po Kok SuperSTAR, over ★75% of the students can achieve the "Master of Relationship" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> School-based students' questionnaire Observation Minutes of the DC Team APASO Individual interview Record of number of students who achieved the "Master of Relationship" title 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> SS Team 	<ul style="list-style-type: none"> Banners and posters Class photos Classroom score boards Kiosks Teaching materials used in the class teacher periods We appreciate Board Edx app for Po Kok SuperSTAR Prizes Birthday badges and gifts 		
	<ul style="list-style-type: none"> Positive classroom managements Arrange the school environment and classroom spaces to promote the messages of positive education. Class teacher periods (Monday & Friday: Relationship). 	<p>From the school-based students' questionnaire,</p> <ul style="list-style-type: none"> ★70% of the students agree that those arrangements of the school and classroom environment could enhance their understanding of positive education and foster a positive atmosphere within the school. ★70% of the students agree that class teacher periods on Mondays and Fridays could strengthen the bonding among school and teachers, also enhance their relationships with others. 						
	<ul style="list-style-type: none"> "We appreciate ..." Board Teachers and students write appreciation messages to appreciate prefects. 	<ul style="list-style-type: none"> Over ★75% of the P.4-6 students agree this scheme can help them to appreciate the strengths of themselves and others, and their sense of happiness has also been enhanced. 						

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<p><u>Teachers Professional Development Team</u></p> <ul style="list-style-type: none"> Enhance teachers' stress management capabilities. Enable them to recognize and utilize stress-reduction methods to achieve physical and mental balance Enhance teachers' abilities to promote positive education 	<ul style="list-style-type: none"> From teachers' questionnaire and teacher interview, ★80% of the teachers agree that the measures taken can alleviate work stress, increase their job satisfaction, and professional fulfillment. Over 70% of the teachers can participate in a positive education related training course. 	<ul style="list-style-type: none"> Teachers' questionnaire Teachers' interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> / 	<ul style="list-style-type: none"> Geese Program
	<p><u>Curriculum Development Team</u></p> <ul style="list-style-type: none"> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect 	<ul style="list-style-type: none"> Over ★80% of the P.1 students can score at least 7 marks in the interdisciplinary activities. From the school-based student questionnaire, over ★80% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings P.1 Interdisciplinary booklets samples Mark record 	<ul style="list-style-type: none"> Nov-Jan 	<ul style="list-style-type: none"> English Humanities Library Team 	<ul style="list-style-type: none"> P.1 Interdisciplinary booklets Related teaching materials
	<ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> Over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based students' questionnaire School-based teachers' questionnaire APASO Minutes of team and subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team All subjects 	<ul style="list-style-type: none"> /
	<p><u>Library Team</u></p> <ul style="list-style-type: none"> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect 	<ul style="list-style-type: none"> Over ★80% of the students can score at least 7 marks in the interdisciplinary activities. From the school-based student questionnaire, over ★80% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings P.1 Interdisciplinary booklets samples and mark record 	<ul style="list-style-type: none"> Nov-Jan 	<ul style="list-style-type: none"> English Humanities 	<ul style="list-style-type: none"> P.1 Interdisciplinary booklets Related teaching materials
	<p><u>中文科</u></p> <ul style="list-style-type: none"> 舉辦 P.1「寶覺大家庭」跨課程活動，鼓勵使用正向語言，並加強欣賞、感恩和相互尊重的文化 	<p>從校本問卷、科務會議紀錄、P.1 跨課程小冊子可見：</p> <ul style="list-style-type: none"> 超過★80%的小一年級學生在跨課程活動中能取得至少7分。 超過★80%的小一年級學生認為跨課程活動有助於加強學校成員之間欣賞、感恩和相互尊重的文化。 	<ul style="list-style-type: none"> 校本問卷 科務會議紀錄 P.1 跨課程小冊子 	<ul style="list-style-type: none"> 十一月至一月 	<ul style="list-style-type: none"> 課程組 	<ul style="list-style-type: none"> 中文科校本課程 P.1 跨課程小冊子

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<ul style="list-style-type: none"> 教師善用正面的語言進行回饋，肯定學生的個人優勢和努力，讓學生養成樂觀積極的態度去學習、解決困難。 	從校本學生問卷、校本教師問卷、持分者問卷、科務會議紀錄可見： <ul style="list-style-type: none"> 超過★75%的教師認為在日常教學中可以使用正向的語言來鼓勵學生。 超過★75%的學生認同教師在日常教學中可以使用正向的語言來鼓勵他們，增強他們繼續學習和接受挑戰的能力。 	<ul style="list-style-type: none"> 校本學生問卷 校本教師問卷 持分者問卷 科務會議紀錄 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 訓輔組 	<ul style="list-style-type: none"> /
	English Panel <ul style="list-style-type: none"> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect 	<ul style="list-style-type: none"> Over ★80% of the P.1 students can score at least 7 marks in the interdisciplinary activities. From the school-based student questionnaire, over ★80% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings P.1 Interdisciplinary booklets samples Mark record 	<ul style="list-style-type: none"> Nov-Jan 	<ul style="list-style-type: none"> CD Team Humanities Library Team 	<ul style="list-style-type: none"> P.1 Interdisciplinary booklets Related teaching materials
	<ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> Over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based students' questionnaire School-based teachers' questionnaire APASO Minutes of team subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team CD Team 	<ul style="list-style-type: none"> /
	Mathematics Panel <ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> Over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based students' questionnaire School-based teachers' questionnaire APASO Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> /
	<ul style="list-style-type: none"> Data Handling Activity Students have to promote positive emotions and understand their characters, strengths, abilities and health	<ul style="list-style-type: none"> Over ★75% of the P.5 students agree that Data Handling Activity can foster the cultivation of positive emotions, characters, abilities and health of students. 	<ul style="list-style-type: none"> School-based students' questionnaire Students' work Minutes of subject meetings 	<ul style="list-style-type: none"> January 	<ul style="list-style-type: none"> Mathematics teachers 	<ul style="list-style-type: none"> Data handling activity worksheet

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<p>General Studies Panel</p> <ul style="list-style-type: none"> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect 	<ul style="list-style-type: none"> Over 75% of the P.1 students can score at least 7 marks in the interdisciplinary activities. From the school-based student questionnaire, over ★80% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings P.1 Interdisciplinary booklets samples Mark record 	<ul style="list-style-type: none"> Nov-Jan 	<ul style="list-style-type: none"> Library Team English 	<ul style="list-style-type: none"> P.1 Interdisciplinary booklets Related teaching materials
	<ul style="list-style-type: none"> Make good use of positive language for feedback, affirming students' personal strengths and efforts 	<ul style="list-style-type: none"> Over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> /
	<p>Humanities Panel</p> <ul style="list-style-type: none"> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect 	<ul style="list-style-type: none"> Over 75% of the P.1 students can score at least 7 marks in the interdisciplinary activities. From the school-based student questionnaire, over 80% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings P.1 Interdisciplinary booklets samples Mark record 	<ul style="list-style-type: none"> Nov-Jan 	<ul style="list-style-type: none"> Library Team English 	<ul style="list-style-type: none"> P.1 Interdisciplinary booklets Related teaching materials
	<ul style="list-style-type: none"> Make good use of positive language for feedback, affirming students' personal strengths and efforts 	<ul style="list-style-type: none"> Over 75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over 75% of the P.1 and P.4 students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> /
	<p>Science Panel</p> <ul style="list-style-type: none"> Make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> Over 75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over 75% of the P.1 and P.4 students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> /

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<p><u>Visual Arts Panel</u></p> <ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> Over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based students' questionnaire School-based teachers' questionnaire APASO Minutes of team and subject meetings 	• Year round	<ul style="list-style-type: none"> CD Team DC Team 	• /
	<p><u>Music Panel</u></p> <ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> Over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based students' questionnaire School-based teachers' questionnaire APASO Minutes of team and subject meetings 	• Year round	<ul style="list-style-type: none"> CD Team DC Team 	• /
	<p><u>Physical Education Panel</u></p> <ul style="list-style-type: none"> Recess activities Different sport activities (Ringfit Zone, Running Zone, Ball Game Zone, Ipad E-Sport Zone, Hula Hoop Zone, Rock-climbing Zone) would be provided daily at recess to cultivate their interest of doing sports and enhance students' awareness towards a healthy lifestyle 	<ul style="list-style-type: none"> From students' recess activities participation record, ★75% of the students have participated in sport activities during recess regularly (2-3 times a week). From school-based students' questionnaire, ★75% of the students agreed that sport activities during recess cultivated their interest of doing sports and enhanced their awareness towards a healthy lifestyle. 	<ul style="list-style-type: none"> School-based students' questionnaire Record of students' recess activities participation Minutes of subject meetings Record of number of students who achieved the target in the school-based fitness booklet Samples of school-based fitness booklet Result of Po Kok SuperSTAR (IMPRESS) 	• Year round	• DC Team	• /

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<ul style="list-style-type: none"> Establish an optimized sports atmosphere to promote regular exercising through producing Campus TV programmes and refining the Fitness Booklet Po Kok SuperSTAR (IMPRESS) Positive Lifestylist 	<ul style="list-style-type: none"> From the record of the school-based fitness booklet, ★70% of the students achieve the target in the school-based fitness booklet and cultivate a habit to exercise regularly at school and home. From school-based students' questionnaire, 70% of the students agree that the videos could enhance the sports atmosphere in daily life and assist them in relaxing both physically and mentally. From the result of Po Kok SuperSTAR, over ★75% of the students can achieve the "Positive Lifestylist" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> School-based students' questionnaire Record of students' recess activities participation Minutes of subject meetings Record of number of students who achieved the target in the school-based fitness booklet Samples of school-based fitness booklet Result of Po Kok SuperSTAR (IMPRESS) 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> /
	<ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> Over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. Over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 	<ul style="list-style-type: none"> School-based students' questionnaire Minutes of subject meetings Result of Po Kok SuperSTAR (IMPRESS) 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team CD Team 	<ul style="list-style-type: none"> /
	<p>普通話科</p> <ul style="list-style-type: none"> 教師善用正面的語言進行回饋，肯定學生的個人優勢和努力，讓學生養成樂觀積極的態度去學習、解決困難 	<ul style="list-style-type: none"> 有★80%以上的老師認為在日常教學中可以使用正向的語言來鼓勵學生。 有70%以上的學生認同老師在日常教學中可以使用正向的語言來鼓勵他們，增加他們繼續學習和接受挑戰的能力。 	<ul style="list-style-type: none"> 校本學生問卷 校本教師問卷 持分者問卷 科務會議記錄 老師觀察 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 訓輔組 課程組 	<ul style="list-style-type: none"> 正向禮貌小錦囊

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<u>Integrated Learning Panel</u> <ul style="list-style-type: none"> Assemblies 	<ul style="list-style-type: none"> From the school-based students' questionnaire, over ★75% of the students agree that talks can cultivate their related positive values and attitudes. 	<ul style="list-style-type: none"> School-based students' questionnaire Observation Minutes of the DC Team APASO 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Integrated Learning panel SS Team 	<ul style="list-style-type: none"> Materials needed in the recess activities Videos Banner Edx app for Po Kok SuperSTAR Prizes
	<ul style="list-style-type: none"> Character Strength lessons 	<ul style="list-style-type: none"> Over ★75% of the students agree that these lessons can enhance their awareness of their own character strengths. 				
	<u>Student Support Team</u> <ul style="list-style-type: none"> Parents' seminar EP conducts a parents' seminar about positive parenting 	<ul style="list-style-type: none"> At least ★55% of the parents agree that the workshop can help them cultivate positive emotions. 	<ul style="list-style-type: none"> Parents' questionnaires Teachers' questionnaires 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> / 	<ul style="list-style-type: none"> EP Panda programme
	<ul style="list-style-type: none"> Teachers' workshops Teachers attend workshop about positive education Teachers participate in mindfulness workshop through the Panda programme. 	<ul style="list-style-type: none"> At least ★75% of the teachers agree that the trainings can help them better understand positive education and mindfulness. 				
	<ul style="list-style-type: none"> Mindfulness exercises Mindfulness exercises for P.1-6 are held during lunch time. Mindfulness/ Emotional regulation in-class workshops for junior classes are conducted in IL lessons. 	<ul style="list-style-type: none"> 50% of the students agree that the exercises can equip them with positive attitudes and skills in emotional management, making them feel happier, calmer and more fulfilled. 50% of the students agree that they feel prepared to cope with stress and anxiety in the future. 	<ul style="list-style-type: none"> Students' questionnaires 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Integrated Learning 	<ul style="list-style-type: none"> Panda programme Services provider
	<u>Discipline and Counselling Team</u> <ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Positive Lifestylist 	<ul style="list-style-type: none"> From the result of Po Kok SuperSTAR, over ★75% of the students can achieve the "Positive lifestylist" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> School-based students' questionnaire Observation Minutes of the DC Team APASO Record of number of students who achieved the "Positive Life stylist" title 			
	<ul style="list-style-type: none"> Class teacher periods (Tuesday to Thursday: Rest and relaxation) 	<ul style="list-style-type: none"> From the school-based students' questionnaire, ★70% of the students agree that class teacher periods from Tuesday to Thursday could increase their chance to rest and relax. ★70% of the students agree that class teacher periods from Tuesday to Thursday could help them to reduce stress and they would try to practice after school. 				
	<ul style="list-style-type: none"> Positive Star 	<ul style="list-style-type: none"> From the school-based students' questionnaire, ★75% of the students agree that "Positive Star" award can motivate them to recognize and develop 24 character strengths. 				
<ul style="list-style-type: none"> Healthy Snacks 	<ul style="list-style-type: none"> From the school-based students' questionnaire, ★75% of the students agree that they could bring healthy snacks and drinks to school. 	<ul style="list-style-type: none"> / 		<ul style="list-style-type: none"> / 	<ul style="list-style-type: none"> / 	<ul style="list-style-type: none"> /

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<ul style="list-style-type: none"> Recess activities Different sport activities (Ringfit Zone, Running Zone, Ball Game Zone, Ipad E-Sport Zone, Hula Hoop Zone, Rock-climbing Zone) would be provided daily at recess to cultivate their interest of doing sports and enhance students' awareness towards a healthy lifestyle 	<ul style="list-style-type: none"> From students' recess activities participation record, ★75% of the students have participated in sport activities during recess regularly (2-3 times a week). From school-based students' questionnaire, ★75% of the students agreed that sport activities during recess cultivated their interest of doing sports and enhanced their awareness towards a healthy lifestyle. 	<ul style="list-style-type: none"> School-based students' questionnaire Observation Minutes of the DC Team APASO Record of number of students who achieved the "Positive Life stylist" title 	Year round	<ul style="list-style-type: none"> Physical Education Integrated Learning 	<ul style="list-style-type: none"> Materials needed in the recess activities Videos Banner Edx app for Po Kok SuperSTAR Prizes
	<ul style="list-style-type: none"> Assemblies 	<ul style="list-style-type: none"> From the school-based students' questionnaire, ★65% of the students agree that the assemblies can strengthen their positive values and attitude. 				
	<ul style="list-style-type: none"> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties 	<ul style="list-style-type: none"> From the school-based students' questionnaire, over ★75% of the teachers agree that they can use positive language to encourage students in their daily teaching. over ★75% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges. 				
	<p><u>Student Affairs Team</u></p> <ul style="list-style-type: none"> Host activities related to healthy lifestyle habits, diet, and exercises to enhance the physical health of students 	<ul style="list-style-type: none"> ★70% of the students can achieve 10 stars in the "EatSmart Healthy Lunch Programme" in the category "Positive Lifestylist" of Po Kok SuperSTAR Award Scheme (60% of the total number of stars in the whole year). <ul style="list-style-type: none"> EatSmart Accreditation Scheme Green Monday Campaign (1 star per month by lunch teacher) Healthy Lunch Check (1 star per month by SA team leader) ★70% of the students agree that Healthy Snacks Competition can boost their interest in eating healthy snacks. ★70% of the students agree that Happy Fruit Month can encourage them to eat an adequate amount of fruit every day. 	<ul style="list-style-type: none"> Review of teachers' observations School-based students' questionnaire Record of the number of students who get 60% of stars in the "EatSmart Healthy Lunch Programme" in the category "Positive Lifestylist" of Po Kok SuperSTAR Award Scheme 	Year round	DC Team	<ul style="list-style-type: none"> Edx app for Po Kok SuperSTAR 4.0 Prizes Happy Fruit Month Activities
<ul style="list-style-type: none"> Arrange parenting education activities Enable parents to understand the main principles of positive education, promote positive parenting methods and the use of positive language. Provide information on healthy living to promote positive emotions and positive parent-child relationships 	<ul style="list-style-type: none"> ★70% of the parents agree that parenting education activities can raise their awareness of positive parenting methods and can foster positive parent-child relationships. 	<ul style="list-style-type: none"> School-based questionnaire (Google form) Review of teachers' observations 	Year round	PTA	<ul style="list-style-type: none"> Edx app for Po Kok SuperSTAR 4.0 Prizes Happy Fruit Month Activities 	

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement	Curriculum Development Team <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> Over ★80% of the students can complete the life-wide learning worksheets. From the school-based student questionnaire, over ★80% of the students agree that the life-wide learning activities organized by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team ECA Team SS Team Related subjects and teams 	<ul style="list-style-type: none"> Life-wide learning worksheet samples
	Assessment for Learning Team <ul style="list-style-type: none"> Offer a variety of platforms for students to showcase their learning outcomes and competition, achievements, thereby strengthening their learning motivation 	<ul style="list-style-type: none"> ★35% of the P.4-5 participants can win awards in the ICAS Assessments. Show students' award results on the electronic 'kiosk' to recognize their achievements. 	<ul style="list-style-type: none"> Results of the ICAS Assessments 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> English Mathematics General Studies 	<ul style="list-style-type: none"> Electronic 'kiosk' ICAS Assessment results School website
	Information Technology Team <ul style="list-style-type: none"> Optimize Campus TV Program arrangement to strengthen their self-confidence 	<ul style="list-style-type: none"> Over 80% of the students agree that the optimized campus TV program can strengthen their self-confidence and enhance a sense of achievement. 	<ul style="list-style-type: none"> Students' questionnaire Interview of selected students 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> School Campus TV program School website
	中文科 <ul style="list-style-type: none"> 提供多元化的全方位學習活動, 培養正面價值觀和態度 	從科務會議紀錄、全方位活動工作紙、校本學生問卷可見： <ul style="list-style-type: none"> 超過★80%的學生能夠完成全方位學習工作紙。 超過★80%的學生認同學科舉辦的全方位學習活動有助於豐富他們的學習經歷, 並建立積極主動的人生態度。 	<ul style="list-style-type: none"> 科務會議紀錄 全方位活動工作紙 校本學生問卷 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 訓輔組 課外活動組 學習支援組 	<ul style="list-style-type: none"> 全方位活動工作紙
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Reputed Volunteer 傑出服務的中文大使獲得讚賞 	<ul style="list-style-type: none"> ★70%的小三至六年級學生能取得「Reputed Volunteer」銜頭(佔全年星星總數的70%)。 	<ul style="list-style-type: none"> 科務會議紀錄 PoKok SuperSTAR計劃記錄 		<ul style="list-style-type: none"> 訓輔組 	<ul style="list-style-type: none"> Po Kok SuperSTAR計劃
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Exemplary Achiever 鼓勵學生參與多樣化的活動、比賽和表演 	<ul style="list-style-type: none"> 超過50%學生能取得「Exemplary Achiever」銜頭(全年收集至少2顆星)。 	<ul style="list-style-type: none"> 學生比賽記錄 PoKok SuperSTAR計劃記錄 			
	English Panel <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> Over ★80% of the students can complete the life-wide learning worksheets. From the school-based student questionnaire, over ★80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team ECA Team SS Team Related subjects and teams 	<ul style="list-style-type: none"> Life-wide learning worksheet samples

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources		
3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Reputed Volunteer Outstanding English Ambassadors who carry out their duties responsibly are appreciated 	<ul style="list-style-type: none"> ★70% of the P.3-6 students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Minutes of subject meetings Record of Po Kok SuperSTAR Award Scheme 	• Year round	• DC Team	• Record of Po Kok SuperSTAR Scheme		
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Exemplary Achiever Encourage student participation in diverse activities, competitions and performances 	<ul style="list-style-type: none"> Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year). 	<ul style="list-style-type: none"> Student competition participation record Record of Po Kok SuperSTAR Award Scheme 					
	<p><u>Mathematics Panel</u></p> <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> Over ★80% of the students can complete the life-wide learning worksheets. From the school-based student questionnaire, over ★80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 	• Year round	• CD Team	• Life-wide learning worksheet samples		
	<ul style="list-style-type: none"> “Everyone has a duty” scheme Students are assigned to duties at school. Ambassadors who carry out duties and attend the training programs will be rewarded 	<ul style="list-style-type: none"> Over 75% of the P.4-6 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials. 	<ul style="list-style-type: none"> Minutes of subject meetings School-based students’ questionnaire 				• DC Team	• /
	<ul style="list-style-type: none"> Po Kok SuperSTAR Award Scheme (IMPRESS) Reputed Volunteer 	<ul style="list-style-type: none"> Over ★70% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Minutes of subject meetings School-based students’ questionnaire Po Kok SuperSTAR Award Scheme 					
	<ul style="list-style-type: none"> Po Kok SuperSTAR Award Scheme (IMPRESS) Exemplary Achiever 	<ul style="list-style-type: none"> Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year). 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 	• Year round	• All subjects	• Life-wide learning worksheet samples		
	<p><u>General Studies Panel</u></p> <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> Over ★80% of the students can complete the life-wide learning worksheets. From the school-based student questionnaire, over ★80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 					
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Reputed Volunteer 	<ul style="list-style-type: none"> ★70% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Minutes of subject meetings Record of Po Kok SuperSTAR Scheme 				• DC Team	• Record of Po Kok SuperSTAR Scheme
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Exemplary Achiever 	<ul style="list-style-type: none"> Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year). 						

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement	<ul style="list-style-type: none"> • “Everyone has a duty” scheme Students are assigned to duties at school. STREAM ambassadors who carry out duties and attend the training programs will be rewarded. 	<ul style="list-style-type: none"> • ★75% of the P.4-6 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Record of Po Kok SuperSTAR Scheme 	• Year round	• DC Team	• Record of Po Kok SuperSTAR Scheme
	<p>Humanities Panel</p> <ul style="list-style-type: none"> • Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> • Over 80% of the P.1 and P.4 students can complete the life-wide learning worksheets. • From the school-based student questionnaire, over 80% of the P.1 and P.4 students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Life-wide learning worksheet samples 	• Year round	• All subjects	• Life-wide learning worksheet samples
	<ul style="list-style-type: none"> • Po Kok SuperSTAR (IMPRESS) Reputed Volunteer 	<ul style="list-style-type: none"> • 70% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> • Minutes of subject meetings • Record of Po Kok SuperSTAR Scheme 	• Year round	• DC Team	• Record of Po Kok SuperSTAR Scheme
	<ul style="list-style-type: none"> • Po Kok SuperSTAR (IMPRESS) Exemplary Achiever 	<ul style="list-style-type: none"> • Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year). 				
	<ul style="list-style-type: none"> • “Everyone has a duty” scheme Students are assigned to duties at school. STREAM ambassadors who carry out duties and attend the training programs will be rewarded. 	<ul style="list-style-type: none"> • 75% of the P.4 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Life-wide learning worksheet samples 	• Year round	• All subjects	• Life-wide learning worksheet samples
	<p>Science Panel</p> <ul style="list-style-type: none"> • Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> • Over 80% of the P.1 and P.4 students can complete the life-wide learning worksheets. • From the school-based student questionnaire, over 80% of the P.1 and P.4 students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 				
	<ul style="list-style-type: none"> • Po Kok SuperSTAR (IMPRESS) Reputed Volunteer Appreciate the outstanding STREAM Ambassadors for their service 	<ul style="list-style-type: none"> • 70% of the P.4 students can achieve the “Reputed Volunteer” title (70% of total number of stars in the whole year). 				
<ul style="list-style-type: none"> • “Everyone has a duty” scheme Students are assigned to duties at school. STREAM ambassadors who carry out duties and attend the training programs will be rewarded. 	<ul style="list-style-type: none"> • 75% of the P.4 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Record of Po Kok SuperSTAR Scheme 	• Year round	<ul style="list-style-type: none"> • General Studies • DC Team 	• Record of Po Kok SuperSTAR Scheme	

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources		
3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement	<u>Visual Arts Panel</u> <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> Over ★80% of the students can complete the life-wide learning worksheets. From the school-based student questionnaire, over ★80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. ★70 % of the students agree that “Play with Art, Let’s make Art” activities can establish their positive and proactive attitudes towards life so as to strengthen the self-confidence. 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 	• Year round	<ul style="list-style-type: none"> CD Team DC Team ECA Team SS Team 	<ul style="list-style-type: none"> Life-wide learning worksheet samples Photos 		
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Reputed Volunteer 	<ul style="list-style-type: none"> Over ★70% of the students can achieve “Reputed Volunteer” title. 	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) 				<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS)
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Exemplary Achiever 	<ul style="list-style-type: none"> Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme. 						
	<ul style="list-style-type: none"> “Everyone has a duty” scheme Students are assigned to duties at school. VA ambassadors who carry out duties and attend the training programs will be rewarded. 	<ul style="list-style-type: none"> ★75% of the student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials. 						
	<u>Music Panel</u> <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes 	<ul style="list-style-type: none"> From the school-based student questionnaire, over ★80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. ★70% of the students agree that recess activities can establish their positive and proactive attitudes towards life so as to strengthen the self-confidence. 	<ul style="list-style-type: none"> Minutes of subject meetings 	• Year round	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Computer Song list Instruments 		
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Exemplary Achiever 	<ul style="list-style-type: none"> Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year). 	<ul style="list-style-type: none"> EDX 				<ul style="list-style-type: none"> / 	
<u>Physical Education Panel</u> <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes Active School Program will be enrolled to allow students to engage in a variety of sports activities (newly emerged sports) 	<ul style="list-style-type: none"> Over ★80% of the students can complete the life-wide learning worksheets. From the school-based student questionnaire, over ★80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 	• Year round	<ul style="list-style-type: none"> DC Team ECA Team SS Team Other related subjects and teams 	<ul style="list-style-type: none"> / 			

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement	<ul style="list-style-type: none"> Everyone has a Duty Scheme- House Leader House Leaders would be assigned to assist with the various recess activities during recess. Through this service, it will help cultivate their self-confidence and sense of achievement Po Kok SuperSTAR (IMPRESS) Reputed Volunteer 	<ul style="list-style-type: none"> ★75% of the student ambassadors agree that this service scheme could help cultivate their self-confidence, sense of achievement and also develop their potentials. ★70% of students can achieve "Reputed Volunteer" title (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> School-based students' questionnaire Result of Po Kok SuperSTAR (IMPRESS) 	Year round	DC Team	/
	<ul style="list-style-type: none"> Arrange for different school teams to participate in various sports competitions, in order to establish a positive and proactive attitude among students, help them fully engage in life, strengthen their self-confidence, and enhance their sense of achievement Po Kok SuperSTAR (IMPRESS) Exemplary Achiever 	<ul style="list-style-type: none"> ★75% of the students agree that participating in competitions could help them establish a positive, proactive attitude and fully engage in life. ★75% of students agree that participating in competitions could enhance their self-confidence and sense of achievement. Over 50% of the students can achieve the "Exemplary Achiever" title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year). 	<ul style="list-style-type: none"> School-based students' questionnaire Minutes of subject meetings Record of interclass and interschool competitions Result of Po Kok SuperSTAR (IMPRESS) 		/	Sports equipment
	<p>普通話科</p> <ul style="list-style-type: none"> 提供多元化的全方位學習活動，培養正面價值觀和態度 	<ul style="list-style-type: none"> 有 75% 以上的學生認為學科舉辦的全方位學習活動有助於豐富他們的學習經歷，並建立積極主動的人生態度。 	<ul style="list-style-type: none"> 校本學生問卷 老師觀察 科務會議記錄 	全年性	/	<ul style="list-style-type: none"> 朗誦教材 平板電腦 EDX 記錄
	<ul style="list-style-type: none"> Po Kok SuperSTAR (IMPRESS) Reputed Volunteer (服務) 挑選學生擔任普通話大使，在本科活動中協助 	<ul style="list-style-type: none"> 有★75%以上的小四至六年級學生能在「寶覺之星獎勵計劃」的「服務」範疇中達標（在全年能取得星星的數目佔整體 70%）。 				
	<ul style="list-style-type: none"> Po Kok Super Star (IMPRESS) Exemplary Achiever (校內外比賽及表演) 挑選學生參加有關普通話的校內或校外比賽 	<ul style="list-style-type: none"> 有 50% 以上的學生「寶覺之星獎勵計劃」的「校內外比賽及表演」範疇中可在寶覺之星獎勵計劃中獲得分數（全年至少收集 2 顆星）。 				
	<p>Integrated Learning Panel</p> <ul style="list-style-type: none"> Provide diverse life-wide learning activities to cultivate positive values and attitudes - Voluntary service 	<ul style="list-style-type: none"> Over ★80% of the P.1 and P.4 students can complete the life-wide learning worksheets. From the school-based student questionnaire, over 75% of the P.1 and P.4 students agree that the life-wide learning activities organized by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. 	<ul style="list-style-type: none"> Minutes of subject meetings Life-wide learning worksheet samples 	Year round	<ul style="list-style-type: none"> DC Team ECA Team CD Team 	<ul style="list-style-type: none"> Life-wide learning worksheet samples

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement	<p><u>Student Support Team</u></p> <ul style="list-style-type: none"> • “Everyone has a duty” scheme: Positive Ambassadors: Students are assigned to duties at school. Team A positive ambassadors take care of P.1 students during recess and lunch. Team B positive ambassadors do the pair-reading activities with P.2-3 SEN students. 	<ul style="list-style-type: none"> • ★75% of the student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials. 	<ul style="list-style-type: none"> • School-based students’ questionnaire • Record of number of students who achieved the “Reputed Volunteer” title 	• Year round	• /	<ul style="list-style-type: none"> • Pair-reading materials • School-based students’ questionnaire • Minutes of team meetings
	<ul style="list-style-type: none"> • Po Kok SuperSTAR (IMPRESS) Reputed Volunteer 	<ul style="list-style-type: none"> • From the result of Po Kok SuperSTAR, ★70% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year). 	<ul style="list-style-type: none"> • Record of number of students who achieved the “Reputed Volunteer” title 			<ul style="list-style-type: none"> • School-based students’ questionnaire • Minutes of team meetings
	<p><u>Discipline and Counselling Team</u></p> <ul style="list-style-type: none"> • “Everyone has a duty” scheme: Students are assigned to duties at school. Prefects who carry out duties and attend the training programs will be rewarded 	<ul style="list-style-type: none"> • ★75% of the P.4-6 ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials. 	<ul style="list-style-type: none"> • School-based students’ questionnaire • Observation • Minutes of the DC Team • APASO • Reflection worksheet of students • Name list of students who took part in the voluntary work • Record of number of students who achieved the “Reputed Volunteer” title 	• Year round	• /	<ul style="list-style-type: none"> • Edx app for Po Kok SuperSTAR • Prizes • Reflection worksheet • Campus TV programs
	<ul style="list-style-type: none"> • Voluntary Service 	<ul style="list-style-type: none"> • 60% of the students serve at least 1 time in the Community. • From the students’ questionnaire, ★75% of the students who took part in the service agree the service can establish their positive and proactive attitudes towards life. • ★75% of the students who took part in the service agree that the service raise their awareness towards the community and the needs of other people. 				
	<ul style="list-style-type: none"> • Po Kok SuperSTAR (IMPRESS) Reputed Volunteer 	<ul style="list-style-type: none"> • From the result of Po Kok SuperSTAR, ★70% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year). 				
	<ul style="list-style-type: none"> • Po Kok SuperSTAR (IMPRESS)- Exemplary Achiever 	<ul style="list-style-type: none"> • From the result of Po Kok SuperSTAR, over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year). 				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement	<p>ECA Team</p> <ul style="list-style-type: none"> Promote student participation in diverse cultural, artistic, and sports activities, and provide performance and competition opportunities 	<ul style="list-style-type: none"> 30% of P.1-3 students get award or participate in external competitions. 60% of P.4-6 students get award or participate in external competitions. 	<ul style="list-style-type: none"> Student Award Record 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Student Award Record
	<ul style="list-style-type: none"> Provide diverse opportunities for students to showcase their achievements, prominently display students' learning, competition, and service outcomes, and strengthen their learning motivation. 	<ul style="list-style-type: none"> 70% of the award-winning students have a positive evaluation of the school's student achievement showcase initiatives. 	<ul style="list-style-type: none"> Students' questionnaire Record of student achievement showcase platform 		<ul style="list-style-type: none"> DC Team IT Team 	<ul style="list-style-type: none"> School website Instagram Newsletter Board of Student Award Po Kok Reporter ECA
	<ul style="list-style-type: none"> Provide diverse learning opportunities through Life-wide Learning and extra-curricular activities to inspire students' potential. 	<ul style="list-style-type: none"> 80% of the students enjoy the activities organized by the ECA team. 80% of the students enjoy their own ECAs. 	<ul style="list-style-type: none"> Students' questionnaire 		<ul style="list-style-type: none"> / 	<ul style="list-style-type: none"> /

F. Comprehensive Student Guidance Service Year Plan

I. Overall Aims

1. To cultivate a nurturing and supportive school environment that aligns with the school's values, promoting the overall well-being and healthy development of all students.
2. To establish an inclusive care framework that empowers students to develop positive values and a constructive outlook on life.
3. To enhance students' potential by equipping them with essential knowledge, skills, and attitudes across personal, social, academic, and career development through thoughtfully designed learning experiences.
4. To implement diverse moral education activities that promote ethical behaviour and strengthen students' moral foundations.
5. To provide tailored support for students with individual needs through personalized and group counselling to foster resilience and well-being.
6. To deliver prompt intervention and follow-up for crisis situations, ensuring that students with special educational needs receive appropriate counselling and access to professional support services.
7. To encourage collaboration between home and school while promoting parent education to enhance the support network for students.
8. To offer ongoing professional training in guidance and counselling skills, enabling teachers to better understand and respond to students' behaviours and developmental needs, fostering a positive educational experience.

II. General Information of school and students

1. Strengths

- 1.1 Under the new SGS grant funding model, our school has two social workers (one full-time and one part-time) who provide counselling services and various programs to support student development. They collaborate closely with school staff to address diverse developmental needs.
- 1.2 Students demonstrate enthusiasm and optimism, eagerly participating in activities and enjoying their school experience. Their commitment to serving as student helpers has strengthened.
- 1.3 The close relationship between teachers and students fosters a caring atmosphere centred on the theme "Po Kok Family, Racial Harmony," enhancing students' sense of belonging.
- 1.4 A wide range of activities supports student development, complemented by community resources for students and parents. The school offers extensive support for students with special educational needs through EDB resources.
- 1.5 Communication between the school and parents is effective, promoting mutual understanding and facilitating the smooth implementation of school policies.

2. Weaknesses

- 2.1 Some students have become overly dependent on electronic devices and excessively engaged with the Internet during online learning.
- 2.2 The pandemic has caused delays in students' speech and social development.
- 2.3 Increased attention is needed for students' adaptation, emotional well-being, and mental health following school resumption.
- 2.4 Students' leadership skills require further enhancement.
- 2.5 The message about volunteering is not widely communicated across the school.
- 2.6 Some non-Chinese parents may lack parenting skills and struggle to set reasonable expectations for their children.

III. Implementation Strategies

1. To provide counselling services, group activities, and workshops that guide students in the wise and responsible use of electronic devices, fostering healthy digital habits.
2. To create opportunities for students to engage in community service, promoting volunteerism through school campus TV, newsletters, and other platforms to instil a sense of social responsibility.
3. To offer counselling services and focused group activities for students facing adaptation challenges, emotional difficulties, or mental health concerns, supporting their overall well-being.
4. To establish a structured leadership training program for Positive Ambassador (Big Brothers and Big Sisters) that incorporates self-reflection, promoting personal growth and responsibility.
5. To develop and implement programs aimed at enhancing students' sense of belonging to the school community and building leadership skills through collaborative and engaging experiences.
6. To provide support and programs to students via Zoom when necessary, ensuring accessibility and continuity of care for their emotional and social needs.

IV. Annual plan

(1) Activities for responding to the major concerns: Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being						
Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
1. Counselling						
1.1 Counselling	<ul style="list-style-type: none"> To help students with individual needs, including emotional, behavioural and learning problems through individual and group counselling To identify, counsel and refer students with special educational needs to relevant professional support services To promote home-school cooperation to help students to cope with challenges and difficulties. A home visit will be given if necessary 	<ul style="list-style-type: none"> Base on the school needs. In general, the quantity of cases is above 3% of all students 	• All students	• 09/2025-08/2026	• N.A.	• Social worker
2. Integrated Learning						
2. Integrated Learning	<ul style="list-style-type: none"> A new tailor-made, school-based curriculum which combines personal growth education and moral education caters for the needs of NCS students. The new curriculum is not only helping students build up the basic knowledge, skills and attitude in the four areas of personal, social, academic and career development but also nurturing students' 12 priority values and attitudes, which are "Perseverance", "Respect for others", "Responsibility", "National Identity", "Commitment", "Integrity", "Filial Piety", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Benevolence" 	• From APASO scale and observation from teachers	• P.1-P.6 students	• 09/2025-06/2026	• N.A.	<ul style="list-style-type: none"> Teachers Social worker
3. School-based counselling activities						
3.1 Po Kok SuperSTAR Scheme	<ul style="list-style-type: none"> To encourage students to have excellent performance and build up positive life values in the aspects of "IMPRESS" – I: Independent Learner M: Master of Relationship P: Positive Lifestylist R: Reputed Volunteer E: Exemplary Achiever 	<ul style="list-style-type: none"> Over 80% of the students can achieve the "Independent Learner" title (70% of total number of stars in the whole year) Over 75% of the students can achieve the "Master of Relationship" title (70% of total number of stars in the whole year) Over 75% of the students can achieve the "Positive Lifestylist" title (70% of total number of stars in the whole year) Over 70% of the students can achieve the "Reputed Volunteer" title (70% of total number of stars in the whole year) Over 50% of the students can achieve the "Exemplary Achiever" title (Collect at least 2 stars in the whole year) 	• All students	• 09/2025-06/2026	• \$1,000	<ul style="list-style-type: none"> All teachers Discipline and counseling team Social worker

Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
3.2 Inter-class competition • Discipline (Sept to Oct 2025, Jan to March 2026) • Courtesy (Nov to Dec 2025, April to June 2026)	<ul style="list-style-type: none"> The programmes aim at promoting good sense of responsibility, self-discipline, proper attitude to get along with other people and self-care ability among students Teacher will score the class according to program guidelines 	<ul style="list-style-type: none"> From school-based students' questionnaire, APASO scale, STAKE Holder Survey, lesson observation and feedback of students 	• All students	• 09/2025-06/2026	• \$1500	<ul style="list-style-type: none"> All teachers Discipline and counseling team Social worker
3.3 Understanding Adolescent Project P.4-P.6	<ul style="list-style-type: none"> Students learn how to tackle problems and control their emotions through games, workshops and sharing 	<ul style="list-style-type: none"> From students' questionnaire, observation and feedback of students, 80% of students agree that the program can increase their sense of achievement and responsibility 	• P.4-P.6 selected students	• 09/2025-07/2026	• \$148,708	<ul style="list-style-type: none"> Discipline and counseling team Social worker HKPA
3.4 Prefect training camp	<ul style="list-style-type: none"> To enhance prefects' commitment and leadership To strengthen prefects' communication and problem-solving abilities To assist prefects in the implementation of duties 	<p>From students' questionnaire, observation and feedback of students</p> <ul style="list-style-type: none"> over 80% of students agree that the program can enhance their commitment, leadership, communication and problem-solving abilities over 80% of students agree that they can learn the skills and knowledge of being a leader 	• P.4-P.6 prefects	• 09/2025	• \$21,000	<ul style="list-style-type: none"> Discipline and counseling team Social worker
3.5 Support P.1 students	<ul style="list-style-type: none"> To assist P.1 students to acquire skills and proper ways to get along well with other people in order to have good adjustment in the school by catering Bridging course Ice-breaking Activity Self-management Activity Intensive remedial group (if necessary) 	<p>From observation and feedback of teachers:</p> <ul style="list-style-type: none"> Teachers agree that the activities can increase the interaction among students, with more engagement in conversations with new people Teachers agree that the activities can increase improvements in self-discipline, time management, and self- management among students 	• P.1 students	• 09/2025	• \$500	• Social worker
3.6 Support P.6 students	<ul style="list-style-type: none"> To assist P.6 students in gaining a deeper understanding of secondary school life and prepare them for the transition To strengthen the connection and adaptation for P.6 students moving to secondary school, equipping them to embrace this new stage of learning Planned Activities: Secondary School Visits Accommodation Workshop Parents' Seminars and individual meeting 	<p>From students' questionnaire, observation and feedback of students:</p> <ul style="list-style-type: none"> Over 80% of students agree that the activity helps them better prepare for the transition to secondary school 	• P.6 students	• 09/2025-06/2026	• N.A.	<ul style="list-style-type: none"> All teachers Discipline and counseling team Social worker

Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
3.7 Positive Ambassador	<ul style="list-style-type: none"> • Team A: Senior students will go to help P1 students during recess and lunch time • Team B: Senior students will accompany junior SEN students to have activities in student support room • A systematic training will be given to selected senior students by school social worker. Students will have a record book to record the training sessions and service hours. They will carry out duties in the recess or lunch time so as to help other students • Two training workshops in two teams respectively and a day camping will be provided in order to enhance students' commitment and leadership 	<p>From students' questionnaire, observation and feedback of students,</p> <ul style="list-style-type: none"> • 70% of big brothers and big sisters can fulfill and carry out their duties • over 80% of students agree that they can know the proper way to take care of junior students and respect each other • over 80% of students agree that their commitment and leadership can be enhanced 	<ul style="list-style-type: none"> • Senior students: P.4-P.6 • Junior students: P.1-P.3 	• 09/2025-05/2026	• \$35,000	<ul style="list-style-type: none"> • Student support team • Social worker
3.8 Community participation (Volunteer Training and Community Services)	<ul style="list-style-type: none"> • To encourage students to participate in different volunteer services in order to help the people in needs in the society • To enhance students' commitment and leadership via voluntary work 	<p>From students' questionnaire, observation and feedback of students,</p> <ul style="list-style-type: none"> • over 80% of students can gain a caring attitude towards others • over 80% of students agree that volunteer work can encourage them to have better sense of responsibility • over 80% of students agree that volunteer work can enhance their commitment and leadership skills 	• All students	• 09/2025-05/2026	• \$6,000	<ul style="list-style-type: none"> • All teachers • Social worker • NGOs
3.8 Educational student seminars	<ul style="list-style-type: none"> • To tie in different topics of moral education curriculum, relevant seminars will be conducted in moral education period 	<p>From school-based students' questionnaire, observation and feedback of students,</p> <ul style="list-style-type: none"> • over 80% of students understand the aims and content of the activity • over 80% of student can gain knowledge and receive positive messages from the seminars 	• All students	• 09/2025-06/2026	• \$8,000	<ul style="list-style-type: none"> • Discipline and counseling team • Social worker • NGOs
4. Programmes for specific targets						
4.1 Social skills training program	<ul style="list-style-type: none"> • To enhance the social skills of SEN (IEP) students 	<p>From students' questionnaire, observation and feedback of students, over 70% of students agree that the program can help them to know proper way to get along with the others</p>	• Selected P.1-P.6 students	• 10/2025-06/2026	• \$5,000	<ul style="list-style-type: none"> • Social worker • NGOs
4.2 P.1 class management workshop	<ul style="list-style-type: none"> • To enhance students' self-care ability • To invite the students with low self-care ability to participate in the program 	<p>From students' questionnaire, observation and feedback of students, over 70% of students agree that the workshop can help them improve their skills of self-care</p>	• 8–10 P.1 students	• 10/2025-05/2026	• N.A	<ul style="list-style-type: none"> • Social worker • NGOs
4.3 Fine motor training program	<ul style="list-style-type: none"> • To help students develop strength and coordination of the hand muscles • To develop students' motor skills 	<p>From students' questionnaire, observation and feedback of students, over 70% of students develop good fine motor skills and feel satisfied with the program</p>	• P.1-3 • P.4-6	• 10/2025-06/2026	• N.A	<ul style="list-style-type: none"> • Social worker • SWD

Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
4.4 Support students with SEN	<ul style="list-style-type: none"> To assist SEN students in different training programmes, including Social Skills Training, Attentiveness Training and Self-management Training To provide individual trainings for Individual Educational Plan (IEP) cases 	From the observation and feedback of students, <ul style="list-style-type: none"> over 70% students attend the trainings over 70% students' communication skills, learning motivation and self-management skills can be improved 	<ul style="list-style-type: none"> Selected P.1-P.6 students 	<ul style="list-style-type: none"> 10/2025-06/2026 	<ul style="list-style-type: none"> N.A 	<ul style="list-style-type: none"> Teachers Social worker NGOs
4.5 Emotional regulation program	<ul style="list-style-type: none"> To improve student understanding of emotions To enhance students' emotional regulation skills 	<ul style="list-style-type: none"> From students' questionnaire, observation and feedback of students, over 70% of students agree that the workshop can help them improve their emotional regulation skills 	<ul style="list-style-type: none"> P.1 - 3 P.4 - 6 	<ul style="list-style-type: none"> 10/2025-06/2026 	<ul style="list-style-type: none"> \$5000 	<ul style="list-style-type: none"> Social worker NGOs
5. Student support activity						
5.1 P.6 Graduation Camp	<ul style="list-style-type: none"> To enhance team spirit To enhance the ability of problem solving To provide opportunities for students to gain life experience in the natural environment and extend classroom learning 	From students' questionnaire, observation and feedback of students, <ul style="list-style-type: none"> over 80% of students understand the aims and contents of the activity over 80% of students give positive feedback to the activity 	<ul style="list-style-type: none"> P.6 	<ul style="list-style-type: none"> 04/2026 	<ul style="list-style-type: none"> N.A. 	<ul style="list-style-type: none"> Teachers Social worker NGOs
6. Activities for Parents						
6.1 Parent day supporting program	<ul style="list-style-type: none"> To provide different information, including social services for ethnic minorities, SEN information, health information...etc. to Non-Chinese parents. This would help to enlarge their network in the community 	<ul style="list-style-type: none"> Over 70% of parents agree that the program is beneficial to them and they can gain information 	<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none"> To be confirmed 	<ul style="list-style-type: none"> N.A 	<ul style="list-style-type: none"> Social worker NGOs
6.2 Parent and Child Fun Workshop	<ul style="list-style-type: none"> To enhance communication and relationship between parents and children through activities 	From participants' questionnaire, observation and feedback of participants, <ul style="list-style-type: none"> over 70% of parents and children feel satisfied with the activity over 70% of parents and children agree that the workshop is beneficial to them 	<ul style="list-style-type: none"> Parents 	<ul style="list-style-type: none"> To be confirmed 	<ul style="list-style-type: none"> N.A. 	<ul style="list-style-type: none"> Social worker NGOs

3. Others

Services/ Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Person(s)-in-charge
• Policy and Organization	For school social worker, • to attend meetings for handling crisis cases • to organize teacher training to enhance teachers' ability to handle crisis cases • to attend school meetings, depending on the necessity	• To attend the school meeting, depends on the necessity	• All teachers	• 09/2025-08/2026	• Principal • All teachers • Social worker
• Case Referral	• To set up and implement the internal and external referral system whereby students' specific needs are addressed with the most appropriate services	• Over 80% of teachers know the referral system well	• All teachers	• 09/2025-08/2026	• Discipline and counseling team
• Supporting Teachers	• Teachers' training • According to the needs of school, teachers training will be organized and arranged properly	• Over 80% of teachers agree that the training programme is beneficial to them	• All teachers	• 09/2025-08/2026	• Social worker • NGOs

V. Evaluation and supervision

1. Supervisor from Hong Kong Playground Association will supervise the progress and results of the programmes.
2. With good communication and liaison with Education Bureau, the year plan and evaluation report will be submitted on time to make sure all the work will be completed smoothly.
3. The students' opinions of the programmes will be collected by observation, evaluation forms or questionnaires, and feedback from students or teachers. The evaluation will be used to examine the effectiveness of the programmes or future planning.
4. Opinions from teachers and parents will be collected to know more about their feedback to the Comprehensive Student Guidance Service.

VI. Manpower

1. Po Kok Primary School agrees to pay HK\$848,130 of 1 year's total amount of payment to the Hong Kong Playground Association by using the SGS grant to purchase 1-year Comprehensive student guidance service. The payment shall be made in two installments.

2. Social worker's stationing time:

Monday, Tuesday, Thursday and Friday	8:00 am to 5:00 pm (including 1 hour for lunch)
Wednesday	8:00 am to 12:00 nn

3. 0.5 Social worker's stationing time:

Tuesday and Friday (2 days)	7:45 am to 5:45 pm (including 1 hour for lunch)
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4. Supervision service

At least 6 times per year and at least 2 hours for each time.

VII. Budget

Content	HK\$
Payment of Comprehensive student guidance service to Hong Kong Playground Association (including a full-time social worker, a part-time social worker, and supervision service for one year)	\$918,030
Total:	\$918,030

G. Plans for Government Fundings

1. Plan for 'Capacity Enhancement Grant'

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Relieving teachers' workload for curriculum development 	<ul style="list-style-type: none"> To employ 1.5 full-time and 1 part-time janitor to assist in the daily routines, for example, cleaning and photocopying 	<ul style="list-style-type: none"> 09/2025-08/2026 	<ul style="list-style-type: none"> A sum of \$463,764.00 will be used to cover the salary and MPF of 1 full-time and 1 part-time janitor from 09/2025 to 08/2026 	<ul style="list-style-type: none"> Teachers' questionnaire will be used to assess the janitors' performances at the end of the term 	<ul style="list-style-type: none"> Mr Danny Chan SM Team

2. Plan for 'Composite IT Grant' (including eLearning Resources Grant)

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Support teachers' teaching with Information Technology 	<ul style="list-style-type: none"> To purchase consumables, IT equipment and online services 	<ul style="list-style-type: none"> 09/2025-08/2026 	<ul style="list-style-type: none"> A sum of \$400,000 will be used to purchase consumables, IT equipment and online services from 09/2025 to 08/2026 	<ul style="list-style-type: none"> School IT equipment will be updated and consumables will be purchased 	<ul style="list-style-type: none"> Mr Stephen Ko IT Team

3. Plan for 'Information Technology Staffing Support Grant'

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Support teachers' teaching with Information Technology 	<ul style="list-style-type: none"> To purchase on-site TSS service to support the IT system and help solve IT problems encountered 	<ul style="list-style-type: none"> 09/2025-08/2026 	<ul style="list-style-type: none"> The amount of \$299,580 will be used to purchase on-site TSS service to support the IT system and help solve IT problems encountered from 09/2025 to 08/2026 	<ul style="list-style-type: none"> At the end of the term, teachers' questionnaire will be used to evaluate the performance of the TSS 	<ul style="list-style-type: none"> Mr Stephen Ko IT Team

4. Plan for 'New Funding Mode Learning Support Grant' (including Enhanced Speech Therapy Grant)

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> To expand the number of teaching assistants and counsellor in order to provide extra support for SEN students 	<ul style="list-style-type: none"> To employ 1.5 teaching assistants 	<ul style="list-style-type: none"> 09/2025-08/2026 	<ul style="list-style-type: none"> A sum of \$320,400 will be used to cover the salary and MPF of 1.5 teaching assistants from 09/2025 to 08/2026 	<ul style="list-style-type: none"> The teaching assistants and counsellor will be assessed by the school appraisal system 	<ul style="list-style-type: none"> Ms Agnes Wong SS Team
<ul style="list-style-type: none"> To provide different training programmes for SEN students to help them learn effectively in normal school 	<ul style="list-style-type: none"> Suitable training programs will be provided by service providers. Learning packages and teaching aids will be purchased 	<ul style="list-style-type: none"> 09/2025-08/2026 	<ul style="list-style-type: none"> A sum of \$616,000 will be used to purchase different training services and learning aids. (Learning group training \$45,000, Social skill training \$45,000, Dyslexia Class P.4-6 \$50,000, Reference Book \$15,000, ESTG Learning materials \$45,000, Stationery \$45,000, Paired-reading materials \$45,000, Equipment \$45,000, Prize \$40,000, On-line teaching materials \$35,000, Training Camp \$40,000, teaching materials \$10,000, UNSW \$8,000 and Attentiveness Training \$50,000) 	<ul style="list-style-type: none"> Lesson observations will be used to assess the service provider. Besides, progress about students will be evaluated by reports from the service provider 	<ul style="list-style-type: none"> Ms Agnes Wong SS Team

5. Plan for ‘School-based After-school Learning and Support Programmes (School-based Grant SBG)’

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
• Disney STEM Exploration	• To enhance the knowledge and interest in STEM	• 80% of students agree that the activity enhances their knowledge of STEM.	• Observation	• Jan 2026 to May 2026	0	30	8	\$10000	
• Baking Workshop	• To introduce different kinds of food items and balanced diet	• 70% of students show interest and participate actively in the activity.	• Observation	• Jan 2026/ Jun 2026	0	30	8	\$9000	
• Peak Tour	• To introduce and know HK’s famous travel spots	• 70% of students show interest and participate actively in the activity.	• Observation	• Dec 2026 to Jan 2026	0	30	8	\$7000	
• Ocean Park Coastal Adventure Workshop	• To enhance the knowledge and interest in sea animals	• 70% of students show interest and participate actively in the activity.	• Observation	• Jun 2026	0	30	8	\$10000	
• Outdoor Activity	• To encourage participants to know more about Hong Kong	• 70% of students show interest and participate actively in the activity.	• Observation	• Dec 2025/Jan 2026	0	30	8	\$7000	
• Embrace your STEM mindset@ Legoland Discovery Centre	• To unleash the imagination and create their own build with the application of STEM theories	• 60% of students learn to code simple instructions to control their Lego creations.	• Observation	• Dec 2025/Jan 2026	0	30	8	\$7000	
• Cooking Class	• To introduce students to the diverse culinary heritage	• 70% of students feel empowered to cook independently.	• Observation	• Whole year	0	17	5	\$3000	
Total no. of activities: <u>7</u>				@ No. of man-times	0	197	53		
				**Total no. of man-times	250				

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

6. Plan for ‘Enhanced Additional Funding - Support for NCS students’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> To support the learning and personal development of NCS students 	<ul style="list-style-type: none"> To employ 2.6 teachers and 2.6 teaching assistants to assist in organizing activities and support the learning of NCS students 	<ul style="list-style-type: none"> 09/2025 - 08/2026 	<ul style="list-style-type: none"> A sum of \$1,783,090 will be used to cover the salary and MPF from 09/2025 to 08/2026 	<ul style="list-style-type: none"> More manpower to support the learning of NCS students, especially in Chinese learning 	<ul style="list-style-type: none"> Ms Charlie Wong SM Team
<ul style="list-style-type: none"> To develop a tailor-made NCS Chinese curriculum and Chinese interdisciplinary curriculum to cater for their needs of learning 	<ul style="list-style-type: none"> To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater for NCS students 	<ul style="list-style-type: none"> 09/2025 - 08/2026 	<ul style="list-style-type: none"> A sum of \$76,900 will be used for the development of NCS curriculum of different subjects and to cover the cost of creating the teaching aids, and printing the textbooks and exercises from 09/2025 to 08/2026 	<ul style="list-style-type: none"> Over 90% of students agree that they can learn more effectively with the support of the school based textbooks and teaching aids (Students’ questionnaire) 	<ul style="list-style-type: none"> Ms Charlie Wong CD Team
<ul style="list-style-type: none"> To stimulate NCS students’ interest in Chinese learning 	<ul style="list-style-type: none"> Buy various IT equipment and E-learning platform to enhance the interaction in class so as to enhance students’ Chinese learning motivation 	<ul style="list-style-type: none"> 09/2025 - 08/2026 	<ul style="list-style-type: none"> A sum of \$50,000 will be used for the development of Chinese E-learning Platform and buy IT equipment from 09/2025 to 08/2026 	<ul style="list-style-type: none"> Over 90% of students agree that they have more motivation in Chinese learning with the support of the IT equipment and E- learning platform 	<ul style="list-style-type: none"> Ms Charlie Wong CD Team
<ul style="list-style-type: none"> To deliver various programs and activities so as to help improve the learning and teaching of NCS students 	<ul style="list-style-type: none"> Organize different activities for NCS students to support their learning 	<ul style="list-style-type: none"> 09/2025 - 08/2026 	<ul style="list-style-type: none"> A sum of \$160,000 will be used to cover the cost of all mentioned activities 	<ul style="list-style-type: none"> Over 90% of students agree that they can learn Chinese more effectively with the support of the activities (Students’ questionnaire) 	<ul style="list-style-type: none"> Ms Charlie Wong SS Team

7. Plan for ‘The Use of the Promotion of Reading Grant’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Nurturing a good reading culture in schools Enabling students to derive pleasure and enjoyment from reading Upgrade students’ reading skill and capability to use language 	<ul style="list-style-type: none"> To purchase printed books and e-books To hire services from external service providers to organize student activities related to the promotion of reading To pay the application fees for activities and competition related to the promotion of reading To subsidize students for their participation in and application for reading related activities or course 	<ul style="list-style-type: none"> 09/2025- 08/2026 	<ul style="list-style-type: none"> A sum of \$35,000 will be used to cover the cost of all mentioned activities 	<ul style="list-style-type: none"> 70% students can get Level 2 Reading awards of the Happy Reading Program. 	<ul style="list-style-type: none"> Ms Kan Chan Library Team

8. Plan for ‘Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> To expand the number of teaching assistant in order to provide extra support for SEN students 	<ul style="list-style-type: none"> To employ 1.5 teaching assistant 	<ul style="list-style-type: none"> 09/2025- 08/2026 	<ul style="list-style-type: none"> A sum of \$326,970 will be used to cover the salary and MPF of 1.5 full time teaching assistant from 09/2025 to 08/2026 and Cultural Exchange \$20,000 	<ul style="list-style-type: none"> The teaching assistants will be assessed by the school appraisal system. 	<ul style="list-style-type: none"> Ms Agnes Wong SS Team

9. Plan for ‘Life-wide Learning and Sister School Grant’

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

Category 1: Details of Activities													
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate “0” if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If “A9 Others” is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If “B7 Others” is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	Cross-Disciplinary Activities												
	A. School Picnic	Nov	To organise different kinds of cross-disciplinary activities and visits to consolidate the learning of various subjects	P1-6 (400)	37	0	Non-teaching staff (19)	\$95,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	B. P1 STREAM Activities and other activities / visits	Sep-Jul		P1 (78)	5	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	C. P2 STREAM Activities and other activities / visits	Sep-Jul		P2 (78)	4	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	D. P3 STREAM Activities and other activities / visits	Sep-Jul		P3 (52)	3	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	E. P4 STREAM Activities and other activities / visits	Sep-Jul		P4 (52)	4	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	F. P5 STREAM Activities and other activities / visits	Sep-Jul		P5 (78)	4	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	G. P6 STREAM Activities and other activities / visits	Sep-Jul		P6 (78)	4	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	

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

Category 1: Details of Activities													
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
2	Panel-based Life-wide Learning Activities												
	A. English Panel	Sep-Jul	To organize different kinds of subject-based life-wide learning activities and visits to consolidate the learning of various subjects	P1-6 (400)	9	0	ELTA (1)	\$1,000.00		A2 Intellectual Development		B5 Observation	
	B. Mathematics Panel	Sep-Jul		P1-6 (400)	10	0	0	\$1,000.00		A2 Intellectual Development		B5 Observation	
	C. General Studies Panel	Sep-Jul		P2, P3, P5, P6 (270)	7	0	0	\$30,000.00		A2 Intellectual Development		B5 Observation	
	D. Science and Humanities	Sep-Jul		P1, P4 (130)	7	0	0	\$2,000.00		A6 Patriotic Education A8 Student Mental Health A1 Values Education		B5 Observation	
	E. Physical Education Panel	Sep-Jul		P1-6 (400)	3	0	0	\$40,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	F. Integrated Learning Panel	Sep-Jul		P1-6 (400)	14	0	0	\$2,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	G. Music Panel	Sep-Jul		P1-6 (400)	5	0	0	\$1,000.00		A4 Physical and Aesthetic Development		B5 Observation	
3	Post Exam Activities												
	A. PE Games Day	Jul	To organize different kinds of life-wide learning activities and visits to consolidate the learning of various subjects	P1-6 (400)	37	0	0	\$4,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	B. Integrated Arts Day	Jul		P1-6 (400)	37	0	0	\$1,000.00		A4 Physical and Aesthetic Development		B5 Observation	

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

Category 1: Details of Activities													
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
4	School Team												
	A. Indian Dance Team	Sep-Jul	To provide opportunities for students to deepen their multiple intelligence and strengthen their creativity and collaboration skills	P3-6 (25)	2	0	0	\$15,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	B. English Opera Team	Sep-Jul		P4-5 (20)	2	0	0	\$45,000.00		A6 Patriotic Education		B5 Observation	
5	Camp Leadership Training												
	A. P6 Graduation Camp	Apr	To enhance students' self-confidence and leadership skills	P6 (81)	6	0	1 (non-teaching staff)	\$90,000.00		A8 Student Mental Health		B5 Observation	
	B. Uniform Groups Activities	Sep-Jul		P3-6 (30)	3	0	0	\$40,000.00		A3 Community Service A5 Career-related Experiences		B5 Observation	

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

Category 1: Details of Activities													
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
6	Competitions and Performance												
	A. Speech Festival	Oct-Nov	To provide different opportunities for students to take part in various competitions and performances	P1-6 (100)	37	0	0	\$10,000.00		A2 Intellectual Development		B5 Observation	
	B. Music Festival	Mar		P3-6 (25)	5	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	C. School Dance Festival	Mar		P3-6 (25)	2	0	0	\$2,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	D. Football Competition	Sep-Jul		P3-6 (25)	1	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	E. Sports Competition	Sep-Jul		P3-6 (50)	3	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	F. Chinese Drum Performance	Sep-Jul		P3-6 (25)	1	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	G. Other Competitions and Performances	Sep-Jul		P3-6 (50)	37	0	0	\$3,000.00		A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation	

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

Category 1: Details of Activities													
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
7	Employ Professional Coaches, purchase materials and equipment for ECA	Sep-Jul	To support the Tuesday and Friday ECA	P3-6 (270)	37	0	0	\$80,000.00		A2 Intellectual Development A1 Values Education A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A2 Intellectual Development A1 Values Education A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health		B5 Observation	

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

Category 1: Details of Activities													
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
8	Sister School Scheme Cultural Interflow	Oct	To invite sister schools to visit the school campus for insights into the school environment, organize cultural exchange activities for mutual learning, and strengthen friendships among students and teachers from both schools	P.4-6 (40)	5	0	0	\$15,000.00	Xing Cheng Primary School Affiliated to Nanjing Normal University	A6 Patriotic Education		B1 Questionnaire	
Total estimated expenses of item 1.1								\$507,000.00					

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

Category 1: Details of Activities													
No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.2 Non-local Activities													
1	Study Tour to the Mainland / other cities / countries (Life-wide learning)	Sep-Jul	To gain first-hand experience of different aspects of different countries' development from multiple perspectives, thereby deepening their understanding of different countries and enhancing their sense of national identity	P4-6 (60)	10	0	3 (Non-teaching staff)	\$100,000.00		A6 Patriotic Education A8 Student Mental Health			
2	Sister School Scheme Mainland Cultural Exchange Programme	Mar	To enhance students' understanding of Mainland developments through sister school visits, promote peer learning via art exchanges, and provide an authentic environment for learning Putonghua	P4-6 (25)	5	0	0	\$150,000.00	Xing Cheng Primary School Affiliated to Nanjing Normal University	A6 Patriotic Education		B1 Questionnaire	
Total estimated expenses of item 1.2								\$250,000.00					
Total estimated expenses (sum of items 1.1 and 1.2)								\$757,000.00					

Name of Teacher Responsible for Life-wide Learning:	Fok Wing Nam Queenie	Position:	PSM-ENG
Name of Teacher Responsible for the Sister School Scheme:	Lau Sau Wa	Position:	PSM-CD

10. Plan for ‘One-off Grant on Parent Education’

Item No.	Name of activities	Aims	Targets	Estimated Expenditure	Evaluation Methods
1.	<ul style="list-style-type: none"> Positive Parent Campaign: Structured or thematic parent education programmes or activities 	<ul style="list-style-type: none"> Assist parents to understand the scope and processes of middle childhood development within the systemic context of the parental, familial, and societal development Equip parents with the knowledge, skills and attitudes to nurture children's holistic physical, psychological and emotional development and their mental health Help parents acquire age-appropriate and effective parent-child communication and family-oriented interpersonal skills, which will benefit the development of their primary school children Help parents gain knowledge and skills in nurturing independent children at home through building a positive and supportive home environment, developing children's positive mindsets, and handling the challenges in parent-child relationship 	<ul style="list-style-type: none"> All parents 	<ul style="list-style-type: none"> \$70,000 	<ul style="list-style-type: none"> Parents' questionnaire Feedback of parents' interview Teachers' observation
2.	<ul style="list-style-type: none"> School-based promotion materials for parent education 	<ul style="list-style-type: none"> Encourage parents to learn age-appropriate parenting knowledge and skills, and to be positive role models for their children Reinforce an important prerequisite for nurturing healthy and happy children is parents' physical and psychological well-being Foster home-school communication and cooperation 		<ul style="list-style-type: none"> \$20,000 	
3.	<ul style="list-style-type: none"> Po Kok Outstanding Parents Award (electronic version) Electronic platform for posting parent education video 	<ul style="list-style-type: none"> Parents will be able to review their participation in school activities regularly through checking the result from the parent app 		<ul style="list-style-type: none"> \$50,000 	<ul style="list-style-type: none"> Usage Rate of the parents app User experience feedback

11. Plan for ‘Grant for Promotion of a Sports Ambience and MVPA60 in Schools’

Item No.	Strategies	Aims	targets	Implementation date	Estimated Expenditure
1.	<ul style="list-style-type: none"> Purchase or improve school sports / athletic equipment 	<ul style="list-style-type: none"> Purchase sports equipment such as AI Fitness etc., to attract more students to participate in different physical activities. Also, purchase various sports equipment such as gymnastic mats etc., to integrate into daily PE lessons and various extracurricular activities 	<ul style="list-style-type: none"> All students 	<ul style="list-style-type: none"> Whole academic 	<ul style="list-style-type: none"> \$40,000

12. Plan for ‘One-off Grant for Supporting the Introduction of Primary Science’

Item No.	Area	Details	Target	Estimated Expenditure	Evaluation Methods
1.	<ul style="list-style-type: none"> Procurement of relevant L&T resource 	<ul style="list-style-type: none"> Purchasing relevant L&T resources such as scientific inquiry activity kits, related application programmes 	<ul style="list-style-type: none"> P.1-P.6 	<ul style="list-style-type: none"> \$24,000 	<ul style="list-style-type: none"> Feedback from teachers' interview and observation on the use of relevant L&T resources
2.	<ul style="list-style-type: none"> Purchasing teaching aids and equipment related to the science subject 	<ul style="list-style-type: none"> Purchasing teaching aids and equipment related to the science subject (such as microscope, aerospace model) 	<ul style="list-style-type: none"> P.1-P.6 	<ul style="list-style-type: none"> \$18,000 	<ul style="list-style-type: none"> Feedback from teachers' interview and observation on the use of teaching aids and equipment

13. Plan for ‘One-off Grant for Promotion of Chinese Culture Immersion Activities’

	範疇	詳情	對象	預計支出	評估方法
1.	• 本地考察/參觀	• 舉辦或資助學生參加本地文化考察或參觀活動	• 小一至小六年級	• \$20,000	• 老師的觀察和回饋 • 學生問卷
2.	• 內地交流	• 資助學生參加內地文化交流活動	• 小三至小六年級	• \$130,000	• 老師的觀察和回饋 • 學生問卷

14. Plan for ‘One-off Grant for Promotion of Self-directed Language Learning (Putonghua)’

	範疇	詳情	對象	預計支出	評估方法
1.	• 購買資源	• 購買自主學習普通話平台 • 購買語言學習裝置，使用自主學習普通話平台。如：平板電腦 • 採購用於舉辦活動時的物資，如：攤位、教具訂製、獎品*（*註：支出不超過總開支金額 10%） • 訂購自主學習教材	• 小一至小六年級	• \$50,000 • \$50,000 • \$1,500 • \$3,700	• 老師的觀察和回饋 • 教學平台使用數據 • 學生問卷
2.	• 購買學與教相關的服務	• 舉辦或參與普通話學習活動、比賽，加強普通話學習氛圍，如：朗誦比賽、攤位遊戲	• 小一至小六年級	• \$10,000	• 老師的觀察和回饋 • 學生問卷

15. Plan for ‘One-off Grant for Promotion of Self-directed Language Learning (English Language)’

Item No.	Area	Description	Target	Estimated Cost	Evaluation tools
1.	• To purchase resources	• Purchasing/ subscribing to self-directed learning online learning platforms	• P.3-6	• \$65,000	• Teachers’ observation • Data from the e-platform • Student and teacher questionnaire
		• Procuring language learning devices	• P.3-6	• \$50,000	
2.	• To purchase services related to learning and teaching	• Organizing English student activities and joining competitions to enhance the language learning atmosphere	• P.1-6	• \$5,000	• Teachers’ observation • Competition result • Student and teacher questionnaire

16. Plan for ‘Enhancement Measures for the Native-speaking English Teacher (NET) Scheme - Use of the NET Grant’

Our school is provided with the NET Grant by the Education Bureau at the amount of \$900,000 in the 2025-2026 school year. With reference to the school-based circumstances, we will employ at least one full-time NET, engage native-speaking English Teaching Assistants (NTAs) and/or English learning support services by using remaining funds, if any. Details are as follows (if applicable, please put a tick in the box (es) and fill in the required information):

(1) With reference to the learning needs of student(s), our school plans to deploy the NET Grant in the following ways to enhance students’ English language learning (one or more options can be selected):

Deployment of the NET Grant	Estimated Expenses (\$)
<input checked="" type="checkbox"/> Employing 1 NET by school direct, or <input type="checkbox"/> Engaging service provider to provide _____ NET(s)	\$620,000
<input checked="" type="checkbox"/> Employing 1 NTA by school direct, or <input type="checkbox"/> Engaging service provider to provide _____ NTA(s)	\$240,000
<input type="checkbox"/> Engaging service provider to provide English learning services	
Total Estimated Expenses	\$860,000

(2) Our school will utilise the NET Grant to enhance student motivation and engagement in English learning, as well as to create an English-rich environment as follows (one or more options can be selected):

- Deploy the NET(s) (and NTAs) to take up the English language lessons (e.g. all English lessons of some classes, only oral lessons of some or all classes)
- Deploy the NET(s) (and NTAs) to arrange skill-based training classes for students (e.g. after-school oral practices for senior forms, writing classes for junior forms)
- Adopt a language-across-the-curriculum approach (e.g. STEAM education)
- Arrange co-curricular activities to students with diversified English learning experience (e.g. English morning assembly, chit-chat with students during lunch time)
- Engage English learning services from service providers (e.g. drama, debate)
- Others (please specify): _____

The above plan has been endorsed by Incorporated Management Committees (IMCs). For enquiries about the annual plan for the deployment of the NET Grant, please contact Queenie Fok (Name of Contact Person) on 25737911 (Tel. No.).

H. Budget Plan

updated on 31.1.2026

Name of Grant	Balance of 2024-2025	Income	Budget	Balance of 2025-2026
<i>EOEBG</i>	1,724,371.69			1,724,371.69
Admin/Revised Admin Grant	-	992,016.00	950,000.00	42,016.00
Air-Conditioning Grant	-	306,923.00	300,000.00	6,923.00
Basic/Baseline	-	877,937.56	880,000.00	(2,062.44)
Capacity Enhancement Grant	-	509,117.00	463,764.00	45,353.00
Composite Information Technology Grant	-	390,755.00	350,000.00	40,755.00
School Based Management Top Up Grant	-	48,047.00	45,000.00	3,047.00
School-Based Speech Therapy Admin Recurrent Grant	-	7,687.00	7,000.00	687.00
Base School School-Based Speech Therapy Adm Recurrent Grant	-	7,687.00	7,000.00	687.00
Top Up Student Guidance Service Grant	-	88,445.00	85,000.00	3,445.00
Understanding Adolescent Project Grant	-	135,845.00	148,386.00	(12,541.00)
Sub-total	1,724,371.69	3,364,459.56	3,236,150.00	1,852,681.25
<i>OTHER GRANTS</i>				
Community Care Fund Assistance Program School Lunch	-	90,010.00	90,010.00	-
Committee on Home-School Co-op Proj Grant	-	26,044.00	26,044.00	-
Enhanced Additional Funding - Support for NCS Students	526,123.86	1,657,264.00	2,069,990.00	113,397.86
Grant for Supporting NCS students with SEN	15,154.96	320,307.00	326,970.00	8,491.96
Information Technology Staffing Support Grant	301,724.54	343,562.00	299,580.00	345,706.54
Learning Support Grant	165,808.64	1,287,351.00	936,400.00	516,759.64
^Life-wide Learning and Sister School Grant	148,369.96	605,000.00	757,000.00	(3,630.04)
NET Scheme Grant	-	900,000.00	860,000.00	40,000.00
One-Off Grant on Introduction of Primary Science	67,150.00	-	42,000.00	25,150.00
One-Off Grant on Parent Education	143,227.00	-	140,000.00	3,227.00
One-Off Grant on Promotion of Sports Ambience	100,200.00	-	40,000.00	60,200.00
Promotion of Reading Grant	30,234.06	33,088.00	35,000.00	28,322.06
School Based After-school Learning & Support Programme	2,525.91	38,400.00	53,000.00	(12,074.09)
One-off Grant for Promotion Chinese Culture Activities	300,000.00	-	150,000.00	150,000.00
One-off Grant for Promotion for English Language	200,000.00	-	120,000.00	80,000.00
One-off Grant for Promotion for Chinese Language (PTH)	200,000.00	-	115,200.00	84,800.00
School Social Work Service Grant	127,180.00	709,320.00	749,700.00	86,800.00
Consultation Service Grant	16,415.00	140,443.00	135,000.00	21,858.00
Student Activities Support Grant (第一期撥款)	-	8,925.00	8,925.00	-
Teacher Relief Grant	910,384.15	2,382,920.00	1,266,300.00	2,027,004.15
Sub-total	3,254,498.08	8,542,634.00	8,221,119.00	3,576,013.08
TOTAL	4,978,869.77	11,907,093.56	11,457,269.00	5,428,694.33

Student Activities Support Grant:

Remarks: 1st Installment (received in Sept 25) \$8,925.00

The amount of 2nd installment to be confirmed

^ Life-wide Learning and Sister School Grant:

Balance of 2024/2025 Life-Wide Learning Grant = \$ 36,989.45

Balance of 2024/2025 Grant for Sister School Scheme = \$111,380.51

\$148,369.96