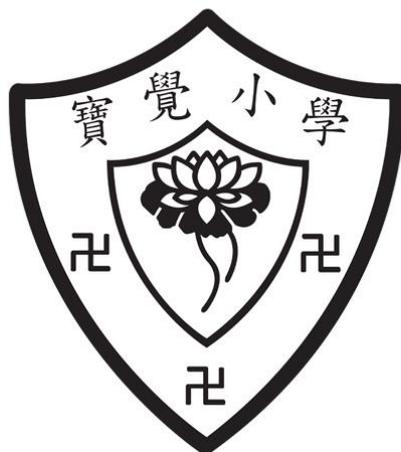


Po Kok Primary School



Annual School Report

2022-2023

Po Kok Primary School

Annual Report

2022-2023

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A. 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 organized 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.

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;
- Help 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.

B. Our School

Introduction of our school

Po Kok Primary School is a Buddhist whole-day aided school in Hong Kong. The first Po Kok was established in Causeway Bay in 1934 by Lady Clara Ho Tung to give opportunity for girls to receive a free education. The school has been aided in 1949. We are now having 18 classes and the total numbers of students are 436. Over 90% of the students are Non-Chinese Speaking students.

School Facilities

In addition to the air-conditioned classrooms of standardized specifications, there is a spacious air-conditioned school hall, a multi-media learning room, a robot laboratory, a campus TV, a rock climbing wall included gym, a multi-sensory room, an open playground, a music room and a well-stocked library. Other facilities include a meeting room, an English room and other specially-equipped rooms for different teaching and learning purposes.

School Information

Supervisor/ Chairman of Management Committee	Ms Lee Man Yee Anita
School Head	Ms Chung Lai Kam Kathy
School Type	Aided Whole Day School
Student Gender	Co-education
Sponsoring Body	Tung Lin Kok Yuen
Religion	Buddhism
Year of Commencement of Operation	1931
School Motto	Benevolence and fraternity
School Size	About 3600Sq. M ²
Medium of Instruction	Chinese & English

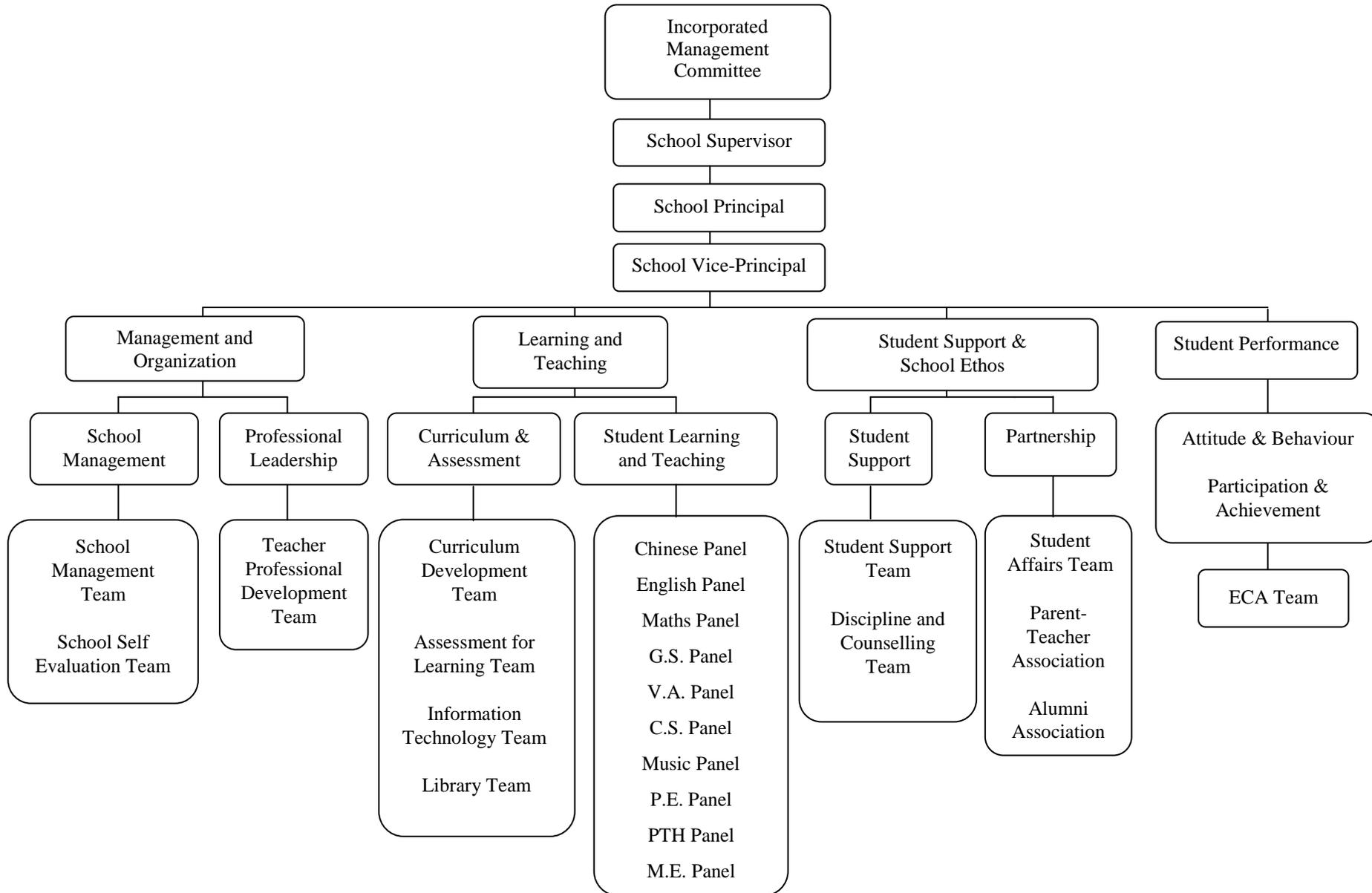
C. Management and Organisation

School General Information

School Organization	Our school has set up Incorporated Management Committee to involve different parties in school management and to enhance learning and teaching efficiency.
Incorporated Management Committee / School Management Committee	Our IMC is composed of 7 members from our sponsoring body, our principal, 2 parent representatives, 2 teacher representatives and 1 independent member.
Learning and Teaching Strategies	The school adopts cooperative learning strategies and eLearning to enhance students' learning abilities and motivation. To develop Students will also take part in STEM project learning and life-wide learning activities to help develop their generic skills. Cross curriculum learning week raises the motivation of learning in school. Teachers always carry

	out diverse activities for students, such as excursions, visits, group discussions, competitions, games etc, to raise the interest of learning in class.
Generic Skills	Our school focuses on the development of generic skills, creative thinking and independent learning skills. Through reading workshops, IT teaching, STEM Project Learning, we provide chances for the students to develop their talents.
Whole School Approach to Catering for Students' Diverse Learning Needs	We adopt small class teaching approach. We also emphasize on cooperative learning strategies and co-teaching with NETs. Students with special education needs will be supported with different tailor-made training.
Curriculum Tailoring and Adaptation	The school based Chinese curriculum and Moral Education curriculum are tailor made for our Non-Chinese Speaking students.
Home School Cooperation	Po Kok Primary School places great importance to build up a harmonic relationship between parents and school. Parents are cordially invited to join our PTA, parent support group, parent volunteer team, etc. Teachers will maintain close contact with parents to help develop our students' potential to the utmost. A monthly newsletter will be distributed to parents to inform them about the latest news at school. A Po Kok Apps has been created to disseminate notifications for the convenience of the parents. Parents will also be given a parent handbook to get them familiarize with the school's curriculum and requirements.
School Development Plan	I. Inspire thinking, Deepen learning II. Foster PoKokese Virtues: Love Po Kok, Love Hong Kong III. Aim high, Dare to try: Promoting teachers' professional growth
Teacher Professional Training and Development	The school has devised a comprehensive school-based development program 'Geese Program' to cater for the needs of different teachers and help them map their path of professional development on the personal level. The school also emphasizes on promoting professional exchange and deepening mutual understanding among the teaching staff.

School Administration Chart



D. Our Students*Class Formation for 2022-23*

Primary	P.1	P.2	P.3	P.4	P.5	P.6	Total
Class	2	3	3	3	4	3	18
Total number of students	50	72	73	71	78	67	411

E. Our teachers*Professional qualification of teachers*

There are fort-two teaching staff in total, including our Principal, Vice-Principal, Senior Teachers, Librarian, two NETs and 5 contract teachers. There are nineteen staff members supporting the office work, including the clerk, teacher assistants, IT support staff, social workers and janitors.

Number of teachers in approved establishment	36
Number of teachers on top of approved establishment	6
Qualification (% of Teaching Staff)	
Teacher Certificate / Diploma in Education	98%
Bachelor Degree	100%
Special Education Training	45%
Working Experiences (% of Teaching Staff)	
0-4 years	57%
5-9 years	14%
10 years or above	29%
Our teachers' development record	
Principal's total number of hours of professional development	400 hours
No. of hours of professional development per teacher	111 hours (Total:3798 hours)

F. Achievements and Reflection on Major Concerns

Major Concern 1: Inspire Thinking, Deepen Learning

Achievements

1. Implement the refined Better Teaching and Learning Scheme 3.0 to cater for learner diversity
 - The Better Teaching and Learning Scheme 3.0 was further promoted and reinforced throughout the academic year. All subject panels had carried out the subject-based scheme. Based on the results of lesson observations, co-planning records, the minutes of subject meetings and the school-based teacher questionnaire, over 90% of teachers were able to implement the refined Better Teaching and Learning Scheme 3.0 to strengthen the elements of ‘T’ and ‘S’, among the ‘TIPS’ strategy introduced in the last development plan. Teachers were able to adopt the subject-based teaching strategies, guide students to make use of study skills in learning and to conduct self-evaluation. The refined scheme was a key practice for teachers to organise lessons.
 - Besides, over 90% of teachers agreed that they had designed ‘C³’ questions, used ‘MINDS’ differentiated learning activities and adopt other teaching strategies to stimulate students’ thinking and deepen their learning. The ‘C³’ questioning strategy was furthered to enhance higher-order thinking skills in students this year. Teachers had put emphasis on designing questions and learning tasks to develop students’ ‘Comparative Thinking’ and ‘Critical Thinking’. Consistent effort was put into using differentiated questions to guide students to evaluate arguments, make judgements and establish their own views. For the implementation of ‘MINDS’ differentiated learning activity design strategy, teachers had organised lesson activities that helped achieve the learning objectives and suit students’ learning needs.
2. Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings
 - Corresponding to the focus of the Major Concern 3, professional training activities such as collaboration meetings, lesson observations and the Micro Lesson Study Scheme were carried out as planned. It had provided teachers with opportunities to share ideas on implementing the teaching strategies to help students to overcome their learning obstacles and cater for their needs. According to the results of school-based teacher questionnaire and interview, over 90% of teachers agreed that the teachers’ professional training activities could enhance their teaching effectiveness and design activities to deepen learning. It enabled teachers to exchange ideas on lesson planning and the strategies on helping students to overcome their learning challenges.
 - Moreover, all major subject panels had implemented Micro Lesson Study in two selected grades. It facilitated the collaboration among teachers to develop teaching practices and revise lessons to improve learning. In addition, the scheme helped new teachers to develop their capabilities to plan for lessons systematically and utilise the subject-based teaching strategies.
3. Students develop thinking skills and self-learning capabilities in stages
 - To deepen students’ learning, ‘C³’ questions of different levels identifying various types of thinking were asked to move students beyond memorization to build comparative and critical thinking skills. In the school-based questionnaire, over 90% of the students agreed that different levels of ‘C³’ questions were asked in lessons to stimulate their thinking. Most students tried to answer ‘C³’ questions in lessons to explain their thinking.
 - Furthermore, all subject panels revised the ‘C³’ questions in the school-based worksheets and materials to help students acquire higher-order thinking skills. In the school-based student questionnaire, over 90% of the students agreed that the ‘C³’ questions in the school-based worksheets and materials could inspire their thinking. Most students had completed the ‘C³’ questions that involve analysis, comparisons and judgements.
 - Besides, the Po Kok Super STAR 3.0 (PAIRS) Award Scheme was also implemented to promote ‘C³’ thinking and self-learning. Based on the results of the Po Kok Super STAR 3.0 scheme, over 80% of the students achieved the title of the “Inquisitive Learner”. Questions of different levels

were designed for lessons and assignments to develop students' thinking and cultivate an atmosphere for self-learning.

Reflections

1. Implement the refined Better Teaching and Learning Scheme 3.0 to cater for learner diversity
 - The target was partly achieved. Most teachers could adopt the refined scheme and incorporate the elements of 'TIPS' to plan for lessons. The 'C³' questioning strategy had been implemented for the second year. All subjects focused on designing 'comparative questions' and 'critical questions' to guide students to think more deeply. It was necessary to further enhance students' thinking skills by building on the types of questions introduced.
 - Besides, the 'MINDS' differentiated learning activity design strategy had been implemented this year. Due to the half-day face-to-face class arrangements in the first term, there was insufficient lesson time for students review their learning thoroughly. The situation had been improved in the second term since the resumption of whole-day classes. More attention should be paid to strengthen the elements of 'S' and enhancing students' self-learning and self-evaluation skills.
2. Enhance teaching effectiveness through conducting various activities including teachers' professional training, and collaboration meetings
 - The target was partly achieved. The teachers' professional training activities were implemented as planned. The Micro Lesson Study Scheme was a highly effective way to guide teachers to employ the subject-based teaching strategies and organise lesson activities. Yet, the scale of the scheme could be expanded to foster professional learning among teachers.
3. Students answer questions of different levels which promote thinking
 - The target was partly achieved. Most students were willing to answer 'comparative questions' and 'critical questions' in lessons and assignments. Besides, many students had fulfilled the requirements and achieved the title of "Inquisitive Learner" as they often answered 'C³' questions. However, other types of questions should be used to challenge students' thinking and help them fully achieve 'C³' thinking.

Feedback and follow-up actions:

1. *Further implement the 'C³' questioning strategy to stimulate students' thinking*
 - To enhance students' thinking skills, the 'C³' questioning strategy will be continued and furthered. Differentiated questions should be asked to guide students to construct knowledge and help them elicit higher-order thinking skills. Apart from designing 'comparative questions' and 'critical questions', a sustained effort on developing 'creative questions' should be made to optimize the effectiveness of the strategy to develop students' thinking. All subjects will make use of the strategy in designing lesson activities and assignments, to deepen students' learning across the eight Key Learning Areas and develop their thinking skills.
2. *Refine the 'MINDS' differentiated learning activity design strategy to enhance students' self-learning and self-assessment skills*
 - The elements of 'S' in the 'MINDS' differentiated learning activity design strategy will be strengthened to develop students' self-learning abilities and guide students to self-evaluate their learning process. Teachers will design lesson activities to familiarise students with the application of learning strategies such as using different graphic organisers for organising key concepts and Bank Book for jotting notes. Besides, to help students to become more aware of their learning, the use of traffic light checklists and effective feedback will be further promoted to guide students to monitor and reflect on their learning progress. All subjects will lay more emphasis on incorporating the elements of 'S' in the lesson activity design in order to foster the development of generic skills of students.

Major Concern 2: Foster PoKokese Virtues: Love Po Kok, Love Hong Kong**Achievements****2.1 Love Po Kok: Courtesy and Appreciation**

Our school was awarded the title of ‘Caring School’ in 2022-2023.

- **Courtesy:**

In order to strengthen the sense of proper values and attitudes of students, ‘The Golden Rules’ banners have been posted in all classrooms. Students were reminded to follow rules listed on the banners throughout the year in all lessons. According to the result of the school-based students questionnaire, over 90% of students agreed that they could follow ‘The Golden Rules’ listed in class and ‘The Golden Rules’ listed in the class could help them to build up their courtesy. They were awarded maximum 10 stars per month from four major subject teachers and class teachers in the Po Kok Super STAR 3.0 Award (EDX app) if they had followed ‘The Golden Rules’ and had stayed along well with their schoolmates. They could achieve the title “Polite Communicator” if they have got 63 stars in this aspect this year. According to the result, over 90% of students achieved this award.

In addition, DC Team continued two awards, ‘Interclass Courtesy Competition’ and ‘Monthly Courtesy Star’, to reinforce the positive behaviours in class. Photos of those awarded classes and students were prominently displayed in the hallway. Over 90% students agreed the two awards could strengthen their politeness.

- **Appreciation:**

Our school provided chances for students to appreciate others in different aspects. Ambassadors of all teams are assigned to praise their teammates monthly for the outstanding service at school on “We appreciate” boards. According to the individual interview, over 90% agreed this scheme could help them build up courtesy and appreciation. Besides, the four major subject teachers of P.4 regularly showcased students' exemplary academic achievements on “I appreciate” boards to cultivate an atmosphere of appreciation. Additionally, classmates were encouraged to contribute appreciation notes to further foster a sense of recognition and support. According to the students' questionnaires, more than 90% of students agreed this scheme could help building up courtesy and appreciation. Many teachers observed that students enjoyed reading those appreciation words on boards. DC Team continued “Monthly Service-in-class” award to praise the outstanding service of ambassadors in class. Over 90% of students agreed this award could enhance their attitude in appreciating others.

Different subject panels implemented other programs to cultivate students' sense of appreciation. Students wrote appreciation cards to their classmates, teachers and relatives regularly during Moral Education lessons. Their cards were posted on the board in the corridor. Over 90% of students agreed that writing positive messages in appreciation cards could strengthen their politeness and understanding on getting along well with others. P.2-6 (except P.4). PE teachers chose one student as the warmup leader in each lesson. They had to lead the whole class for warm-up exercise. Other classmates had to show their appreciation afterwards. In the English Panel, students needed to write a thank you message to one person from the school monthly. Over 90% of students agreed that these two programs helped them appreciate different people at school more often. The Computer Studies Panel organized the “Courtesy and Appreciation Typing Competition”, which was well received by over 90% of students who acknowledged its positive impact in cultivating an atmosphere of appreciation and gratitude on campus. P.1 Interdisciplinary activity “Po Kok Family” was organized by the Chinese Panel, the English Panel, the GS Panel and the Library Team in order to encourage students to show appreciation to our school members. Over 90% of students scored at least 7 marks in the interdisciplinary activity booklet. According to the minutes of Library Team, over 90% of the students finished the extended readings. According to the school-based students' questionnaire, over 90% of the students agreed that the activity had enabled them to show their appreciation to different school members and enhanced their reading interest.

2.2 Love Hong Kong: Respect and Eagerness to Serve

- **Respect:**

The Music Panel and the Putonghua Panel collaborated to introduce our students to the National Anthem of China. The Putonghua Panel concentrated on providing students with pinyin and pronunciation guidance for the lyrics, while the Music Panel delved into the anthem's background and instilled a suitable singing attitude among the students. According to the result of students' school-based questionnaire, over 90% of students agreed that through learning and singing the National Anthem, their understanding and respect to Chinese culture had been enhanced. The Visual Arts Panel held "Love Hong Kong" Poster Design Competition among P.4-6 classes. More than 90% of students agreed that it has fostered an atmosphere of respect on campus.

Contents of respecting Hong Kong and China were added in our school-based Moral Education curriculum under the Values Education Curriculum Framework (2021). From the result of the students' questionnaire, over 90% of students agreed that the contents amended in the curriculum could enhance their sense of respect towards Hong Kong and China. Another Interdisciplinary activity "Exploring Hong Kong" for P.4 was organized by the English Panel, the GS Panel and the Library Team in order to encourage students to respect the history and cultures of Hong Kong. Over 90% of students scored at least 7 marks in the interdisciplinary activity booklet. Over 90% of the students finished the extended readings. Students were engaged in designing the itinerary for visitors to promote the culture and history of Hong Kong in the activity. According to the school-based students' questionnaire, over 90% of the students agreed that the activity had enabled them to show their respect to the culture and history of Hong Kong and enhance their reading interest.

- **Eagerness to Serve:**

Discipline and Counselling Team has maintained the "Everyone has a Duty Scheme" at both the class level and subject/team level. P.2-6 students were responsible for at least one duty at school. Ambassadors were awarded for stars in Po Kok Super STAR scheme if they had carried out duties properly and attended training workshops. From the record of Po Kok Super STAR, 59.1% of students achieved the "Reputed Volunteer" title, which meant 246 students could carry out their duties properly this year and got over 13 stars in this area within the year. Moreover, our school has participated in the Community Youth Club (CYC). They won the Bronze Award in Theme Project Design Competition. 20 students achieved Merit Award (Level 2) and 34 students achieved Merit Award (Level 1). 1 member won the Outstanding Member Award. From these, all students have learnt to show love and care for people in need. 15% of students served at least 1 time in the community. From the record of reflection worksheets and individual interview, all of them agreed this program could enhance their commitment. Our school was awarded "Heart to Heart School" which meant students were active in volunteer services, contributing a minimum of 500 hours of community service within the year. For individual volunteer service awards, 4 students received Gold Award (over 200 hours), 59 students received Silver Award (over 100 hours) and 95 students received Bronze Award (over 50 hours).

Reflections

2.1 Love Po Kok: Courtesy and Appreciation

- **Courtesy:**

The intended outcome was partly achieved. Following "The Golden Rules" could be observed in lesson observations. Students prepared themselves for the lessons. They raised hands before speaking. They could ask questions or make request with suitable words. They followed instructions from teachers during activities. When comparing with four major subjects, the percentage of achieving the target of getting along well with others was lower. Class teachers reported that some cases of arguments and conflicts occurred in senior classes. The courtesy of students needed to be strengthened as the school would be fully resumed to whole-day mode. Teachers would have to monitor their behaviours and courtesy closely.

“Interclass Courtesy Competition” could reinforce students to talk and act politely. It could recognize the effort of students who behaved well in manners and encourage students to do well continuously. The display of awardees and scores of different classes on electronic kiosks raised the awareness of students. From the daily observations, students took a look of the information on electronic kiosks during recess. “Monthly Courtesy Star” Award was effective in encouraging students to communicate and behave politely. This scheme provided a role model for other students to follow.

- **Appreciation:**

The intended outcome was partly achieved. Students had cultivated the sense of appreciation and they could find out the positive qualities of others. According to the observation, junior students knew more about their schoolmates after reading the appreciation notes on “We appreciate” boards and some of them expressed their gratitude by saying ‘thank you’ to the ambassadors. All selected ambassadors felt happy and thankful as they were appreciated by other team members. Some of them mentioned that these wordings encouraged them to work hard and boosted their confidence. Class teachers reported that the “Monthly service-in-class” award scheme recognized the significant contributions and efforts made by ambassadors who served in class. Additionally, it promoted the habit and attitude of appreciation as classmates wrote positive messages expressing gratitude to the awardees. Appreciation for PE warmup leaders developed a routine of expressing appreciation and gratitude among students. From observations of English and Moral Education subject teachers, students could complete the appreciation cards and “Thank-you Notes” with specific reasons. Their attitudes and messages were positive. In the P.1 interdisciplinary activity, students were able to identify different school members and their duties. They wrote thank you messages to the teachers, classmates and student helpers in the activity to show their appreciation. However, not many of them had shown their appreciation to our school staff for their effort in providing a happy and safe school environment.

2.2 Love Hong Kong: Respect and Eagerness to Serve

- **Respect:**

All students have shown their proper respect to the Chinese National Anthem. They sang the National Anthem with proper attitude. However, junior students still needed more time to learn and practice for the singing. Putonghua teachers have been teaching the pronunciation of lyrics of the National Anthem in class. While guidance from teachers is still required for P.1-2 students to read the lyrics fluently, the majority of students were able to read the lyrics based on pinyin. From the comments of Moral Education teachers, students could grasp what they have to do as a citizen in Hong Kong under the new school-based curriculum. They understood that they had to follow rules, make right decisions which would minimize the disturbance to others and contribute more to their families, society and the nation. P.4 students learned more about the history and culture of Hong Kong and the beauty of the city through interdisciplinary activities. They were thrilled to play the role as travel agency staff to introduce different places in Hong Kong during the activity. They were able to list some examples of these places and briefly talk about their characteristics. It was necessary to enrich students’ knowledge of different cultural and historical sites in Hong Kong.

- **Eagerness to Serve:**

Teachers agreed that students had cultivated the sense of responsibility and commitment through serving at school. They were ready to serve in the community. However, the pandemic lasted longer than expected. After the resumption of whole-day face-to-face classes, there was a substantial amount of students taking sick leave. On top of that, some students took leave and visited their own countries after exam as they hadn’t travelled for 3 years. It was difficult for us to arrange community service for all of them.

Feedback and follow-up actions:**1. Love Po Kok: Courtesy and Appreciation**

- In order to enhance students' courtesy, the classroom implementation of "The Golden Rules" would be sustained. The item "courtesy" would be maintained as one of the criteria of the lesson observation. Observers would assess whether students were able to practice courtesy in lessons. As part of the Po Kok Super STAR 3.0 Award (EDX app), teachers allocated stars to students each month based on their adherence to "The Golden Rules" and their harmonious interactions with peers. However, the requirements for attaining the title of "Polite Communicator" would be more stringent, as students needed to accumulate 75% of the total stars in this category. The DC Team would continue organizing the "Interclass Courtesy Competition" and the "Monthly Courtesy Star" Award in the upcoming year. Senior teachers would present the certificate or prizes for students who win in "Interclass Courtesy Competitions" next year. This could make a greater recognition to students as well. The numbers of star awarded in Po Kok Super STAR 3.0 could be increased next year.
- "We Appreciate" boards could be carried out monthly and more students would be praised in the coming year. "I Appreciate" boards would be extended to P.3-6 and PE warmup leaders would be extended to P.2-6 so that more students could learn how to appreciate one another next year. All the ambassadors in class would fully resume their duties. All of them would have the chance to be nominated as the awardees of "Monthly service-in-class" award next year. In order to display those 'Thank-you' Notes, English teachers could post some good samples on the subject notice board in the classroom and the English Panel Head could post some of them in the English Corner. This would help to create a more positive and grateful learning environment for students. The design of the learning and teaching materials would be revised to encouraged students to express gratitude for different groups of school members. Theme activities would be modified to relate students' memories of helping and being helped at school in the first few months of their learning journey, and to promote appreciation to their different school members.

2. Love Hong Kong: Respect and Eagerness to Serve

- Senior students were suggested to learn more about the background of the Chinese National Anthem and more Chinese songs composed at the same period so that they could have a better understanding of that period of time. P.1-2 students would practise the National Anthem in every music lesson. It was recommended that five minutes could be allocated in each P.1-2 Music lesson to teach the recitation of the National Anthem lyrics. P.3-6 could practice the National Anthem on a bi-weekly basis. The design of interdisciplinary activity and the learning materials would be modified to motivate students to gain a more in-depth understanding of the culture and history of Hong Kong through the activity and self-learning. An excursion would also be arranged to enable students to learn about the culture and history of Hong Kong outside the classrooms. To enhance students' learning of the seven learning goals, Moral Education would integrate with Computer Studies and Reading Across the Curriculum in P.1-2 next year. Our school-based Moral Education curriculum would be further amended.
- The "Everyone has a Duty" scheme would be continued next year, with all ambassadors resuming their duties at school. Furthermore, the Discipline and Counselling Team would collaborate with Extra-curriculum Activity Team to organize more appropriate community services. CYC members would participate in the voluntary services. Additionally, all P.6 students would join the "Volunteer Together" program organized by Hong Kong Jockey Club next year.

Major Concern 3: Aim high, Dare to try: Promoting teachers' professional growth**Achievements**

1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers.
In line with the focus of the Major Concern 1, implement the Micro Lesson Study Scheme year by year.
 - Micro Lesson Study Scheme was carried out. Under this scheme, each major subject has carried out MLSS in two primary levels. Summarizing the findings from lesson observations and major subjects' minutes, over 90% of the new teachers participating in this scheme were able to improve their subject teaching strategies and gradually enhance their teaching effectiveness. In the first term, the Chinese Panel conducted MLSS in P.2 and P.3. The General Studies Panel conducted MLSS in P.1 and P.4 in the first term. Subject teachers at each junior primary level identified teaching difficulties and continuously revamped teaching strategies through co-planning and lesson observation. As a result, these measures not only improved new teachers' teaching strategies, but also enhanced students' learning efficiency. According to students' first term examination results, over 80% of P.4 students were able to compare food culture of different countries and over 90% of P.1 students could grasp the concept of home safety. Besides, over 60% of P.2 and P.3 students could show the good structure of sentences in Chinese writing.
 - The Mathematics Panel carried out MLSS in P.2 (first term) and P.5 (second term) respectively under this scheme. The English Panel carried out MLSS in P.2 (first term) and P.1 (second term). In Mathematics, P.2 students have learned about acute angle and obtuse angle. According to students' first term assessment results, over 60% P.2 students were able to recognise acute angle and obtuse angle. In English, subject teachers have designed teaching strategies together in the teaching of the possessive adjectives. Through co-planning, lesson observation and continuous improvement in teaching materials, they eventually have figured out subject teaching strategies which were effective in increasing the teaching capability of new teachers. According to students' academic performance in the second term, over 80% of students have grasped learning essentials. This showed that MLSS not only improved teaching strategies of new teachers, but has also increased students' learning efficiency.
 - Apart from the above, based on the findings from Micro Lesson Study portfolios, teacher questionnaires and teacher interviews, over 90% of the new teachers participating in this scheme agreed that this scheme was effective in helping them manage teaching strategies, showing them a clear direction in organizing class activities and setting a good foundation for teaching in future. Besides, regular lesson observations and co-planning could motivate new teachers in continuously making reflections on teaching and modifying teaching materials. The scheme is conducive to teachers in achieving maturity in teaching. To conclude, MLSS could effectively enhance subject teaching strategies of new teachers, and gradually improve teaching efficiency.
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.
The school takes 'GROWTH' as the core development elements of Geese Program 4.0 to promote the professional growth of teachers:
 - G: For **G**oal-setting in the Geese Program, based on Geese Program 4.0, teacher questionnaires and teacher interviews, over 90% of the teachers set appropriate personal professional development goals in accordance with their teaching needs.
 - ROW: As for **R**eview/ **R**election, lesson **O**bservation, **W**orking together and trial, according to Micro Lesson Study Scheme, co-planning and major subjects' minutes, over 90% of teachers could make good use of MLSS and co-planning to improve teaching efficiency. Before making lesson observation, teachers could jointly plan lessons, discuss teaching strategies and design teaching materials. Observation findings show that part of the teachers performed well. They could respond to school's teaching policies and design suitable questioning techniques to cater for different students. Besides, part of the new teachers performed even better, whose lesson planning and teaching materials could improve students' thinking and satisfy learning diversity.
 - T: With respect to **T**raining program, according to personal continuing professional development

records of the Geese Program 4.0, over 90% of the teachers fulfilled the requirements of the teacher professional development ladder and participated in a related core training course for at least 15 hours. Most of the teachers enrolled in related workshops based on their development goals. This helped increase teachers' professional teaching capability.

- H: For **H**ighlight and sharing, summarizing the findings from lesson co-planning, major subjects' minutes, teacher questionnaires and teacher interviews, it could be seen that over 90% of the teachers agreed that through regular co-planning, curriculum study sharing sessions and meetings, teachers could communicate and exchange their experience, thus promoting professional growth. During this academic year, the school has conducted no less than 12 co-planning meetings, 6 curriculum study sharing sessions and 2 Learning Circles. In the meantime, the school has also held 2 review activities under the Mentorship Program, which helped mentors and mentees continuously reflect on their work performance so as to improve work efficiency. Summarizing teacher questionnaires, all teachers acknowledged that the various platforms could enable them to mutually share their teaching achievements, to acquire teaching strategies, and to solve teaching difficulties, thereby improving teaching quality.
- In conclusion, 'GROWTH' as the core of the Geese Program 4.0 showed teachers a clear direction for professional development. It allowed them to reflect on an ongoing basis and enhance teaching effectiveness.

Reflections

1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers.
 - The target was partly achieved. Since not many senior levels have joined the scheme this academic year, the contribution of the scheme cannot be fully reflected although there would still be the room for improvement in the new teachers' overall teaching performance.
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.
 - The target was partly achieved. To further assess how Geese Program 4.0 has helped teachers' professional growth, the school allows room to revise assessment criteria, for example, amending Appraisal System and optimizing the direction for continuing education so as to fully appraise teachers' professional growth.

Feedback and follow-up actions:

1. *The school should implement the Micro Lesson Study Scheme to another level in order to improve the teaching effectiveness of new teachers.*
 - The school would optimize MLSS and implement the scheme in three primary levels so that more new teachers could take part in the scheme to enhance subject teaching strategies and gradually improve teaching effectiveness.
2. *Optimize evaluation mechanism to fully assess teachers' professional growth*
 - To better gauge teachers' professional teaching growth, the school will, in the coming year, revamp Appraisal System and adjust the direction for continuing education so that teachers can have a clearer picture for setting personal development goals, thus facilitating their personal professional growth.

G. Student Performance

Attitudes and affection

- Questionnaire results of the Assessment Program for Affective & Social Outcomes (APASO) showed all the ratings in our school were higher than the norms in Hong Kong. The mean ratings of “Care for Others”, “Teacher-Student Relationship” and “Social Harmony” were above 3.60. This proved that activities implemented by the Discipline and Counseling Team, subject panels and other teams were effective in cultivating students' politeness, respect for others, and appreciation. With the gradual easing of the pandemic situation, teaching and activities have started to return to normal, leading to an overall improvement in students' negative emotions compared to the previous year. It is recommended that subject teams would continue to optimize and monitor the various activities in the coming year while raising the goals of these activities.
- In comparing across different academic years, there has been a negative growth trend in the performance of P.4 boys in several areas. The ratings of “Care for Others”, “Overall satisfaction”, “Teacher-Student Relationships” and “Harmonious Interpersonal Relationships” have declined compared to the previous year. The ratings of P.5 students in “Care for Others”, “Respect for Others” and “Overall Satisfaction” have dropped compared to their ratings last year. We estimated that P.5 students were entering adolescence, which may lead to more emotional fluctuations. Additionally, they have been facing the pressure and comparisons of examinations which can increase friction with their peers, resulting in a decline in the mentioned three areas' average scores. Among P.6 girls, their average scores of “Respect for Others” and “Social Integration” have even declined compared to previous years. Negative emotions have increased, surpassing the average of the Hong Kong norm. This is likely due to the influence of online information and external peer interactions, resulting in having more conflicts with classmates. Additionally, their early maturity leads to higher self-expectations, further exacerbating the pressure they face in transitioning to the next academic level.

Participation and achievements

- Throughout the year, our students have participated in some public competitions in the community, such as the Speech Festival. 39 students have participated in competitions or won awards.
- In the academics field, our students have various outstanding achievements. Our students have proudly got 36 awards in this year's Speech Festival, which included, two Solo 2nd Runner-up, 27 Certificates of Merit and 7 Certificates of Proficiency.
- In recognition of our students' academic results, 4 students have received the Harmony Scholarship (2022-2023), 4 students have got Wan Chai District Best Student Award (2022-2023), 5 students have got Distinction Award and 6 students have got the Merit Award in UNSW Global International Competitions and Assessments for Schools 2022-2023. As recognition of students' participation in community services, students have been awarded the Outstanding Member Award of Community Youth Club.
- In the sports field, students have also got outstanding achievements. Awards won by students included the A.S. Watson Group Hong Kong Student Sports Award 2022-2023, Champion in Boys Grade B 200m in All HK Buddhist Primary School athletic Competition 2022-2023, Honours Award in Senior Solo of Oriental Dance, Highly Commended Award in Senior Group of Oriental Dance and Merit Award in Primary Section of Oriental Dance in 59th School Dance Festival.

H. Evaluation of Comprehensive Student Guidance Service Year Plan

Period	: 09/2022 – 08/2023
Name of School	: Po Kok Primary School
Student Population	: 411
Name of Agency	: Hong Kong Playground Association
Name of Worker	: XU XIAOFAN, Iris & YOU YONG, Yoyo

I. Casework services**1. Distribution of Cases by Status**

Types of Case	Number
a. No. of active cases brought forward from last school year	17
b. No. of new cases opened during the period	1
c. No. of new re-activated cases during the period	0
Total cases (a + b + c)	18
d. No. of cases closed during the period	4
e. No. of cases carried forward to next school year (a + b + c - d)	14

2. Distribution of Cases by Class

Class	Number	Class	Number	Class	Number
P.1	0	P.2	2	P.3	1
P.4	2	P.5	9	P.6	4
Total no. of cases : 18					

3. Sources of referrals

Sources of referrals	Number
School Principal/Vice-Principal	0
Teachers of Discipline and Counselling Team / Teachers	10
Parents / guardian of students	3
School social worker	5
Total :	18

4. Cases nature

Cases natures	Number
Learning Problems (e.g. unmotivated towards learning, inadequate study skills...)	1
Conduct Problems (e.g. act of dishonesty, habitual lateness, disruptive behavior in school...)	5
Family / Environmental Problems (e.g. inadequate /inappropriate parental guidance and supervision, problems in family relationship...)	3
Emotional / Psychological Problems (e.g. mood complaints, self-destructive behavior, anxiety problems...)	3
Health / Physical Problems (e.g. poor health or frequent illness, physical impairment ...)	0
Social / Developmental Problems (e.g. inadequate social skills in relating with others, sex related issues...)	6
Total :	18

5. Case activities (Till 31/07/2023)

Nature	Number
1. Case Interview	304
2. Visit	0
3. Escort	6
4. Phone Contact with Client	6
5. Letter/Referral/Report	0
6. Group/Program Session(s) for Clients	379
7. Intra-school Contact	255
8. Other Collateral Contact	84
9. Case Conference	81
10. Others (Specify): Causal Contact	112
11. Family Contact	421
Total:	1648

6. Consultation services (Till 31/08/2023)

No. of consultation cases: 28 cases

7. Consultation statistics

Source of Consultation	Number
Students	481
Discipline Teacher	36
Other School Staff (e.g. teachers...)	16
Family Members	61
Others (educational psychologist, NGOs...)	144
Total:	738

II. Personal Growth Education (PGE)

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
Moral Education	<ul style="list-style-type: none"> A new tailor-made, school-based curriculum, which combined personal growth education and moral education, catered the needs of NCS students. The new curriculum nurtured in students' ten priority values and attitudes, which were "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity", "care for others", "law-abidingness", "empathy" and "diligence" (newly added in November 2021). 	09/2022-07/2023	/	All students	<ul style="list-style-type: none"> The intended outcome was fully achieved. From the observation of teachers, most of the students were motivated to learn and participate in lessons initiatively. From the feedbacks of students, most students could understand the aims and contents of the lessons. Students agreed that the lessons cultivated their positive attitudes and values towards lives. For the evaluation statistic, please referred to school-based students' questionnaire.

III. School-based counselling activities

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Po Kok Super STAR 3.0 Scheme	<ul style="list-style-type: none"> The awarding scheme aimed at encouraging students to have excellent performance in academic, discipline, caring and responsibility, enhancing students' self-appreciation and self-concept and helped students to build up healthy lives and habits in different aspects. Discipline and counselling team invited different subject groups to join in the Po Kok Super STAR 3.0 awarding scheme. Teachers gave stars to students according to five titles, "Polite Communicator", "Inquisitive Learner", "Active Reader", "Reputed volunteer" and "Smart Pokokese". When students achieved designated number of stars, they became Po Kok Super STAR. 	09/2022-07/2023	/	All students	<ul style="list-style-type: none"> From the result of the Po Kok Super STAR Award Scheme, 54% of students achieved five titles in Po Kok Super STAR Award and became the Po Kok Super STAR this year. The intended outcome was fully achieved. Most students agreed that the scheme helped them to build up their good practices about courtesy and strengthened their initiations of care and appreciation. For the evaluation statistic, please referred to evaluation report of the Discipline and Counselling Team.
2. Inter-class Competition 2.1 Discipline Competition 2.2 Courtesy Competition	<ul style="list-style-type: none"> The program aimed at promoting good sense of responsibility, self-discipline and harmony. Teachers scored the classes according to the guidelines of the program. Discipline competition was held from September to October 2022 and January to March 2023; Courtesy Competition was held from November to December 2022 and April to June 2023. 	09/2022-06/2023	/	All students	<ul style="list-style-type: none"> The winners of Discipline competition were 3A, 6A and 4A. The winners of Courtesy competition were 3A, 1A and 6C. From the observation of teachers and feedback of students, the inter-class competition helped students to enhance their ability of self-discipline. Students had tried to behave well, respect and care for others in class. Each class has showed great enthusiasm and worked hard in getting the prize. For the evaluation statistic, please referred to evaluation report of Discipline and Counselling Team.
3. Understand the Adolescent Project (UAP)	<ul style="list-style-type: none"> UAP aimed to enhance students' resilience through all-around supports. P.4 UAP activities included: 1 orientation, 1 launching, 14 group training sessions, 4 sessions of volunteer activities, 1 parents' workshop, 6 half day sessions of day camp activities, 1 parents' day camp, 1 teachers' workshop 	09/2022-07/2023	28	14 students	<ul style="list-style-type: none"> P.4 to P.6 UAP was coordinated by Hong Kong Playground Association. All the expenses was provided by Po Kok Primary School. P.4 UAP has conducted all the indoor activities at school. Because of the development of epidemic, parents' workshop and the day camp activities were conducted at school. Students were enthusiastic to join the activities. According to

	<p>and 1 closing ceremony.</p> <ul style="list-style-type: none"> • P.5 activities included: 1 reunion, 15 group training sessions (face to face), 3 volunteer service sessions, 1 golden interview, 1 day camp activity and 1 closing ceremony. • P.6 UAP activities included: 1 reunion, 15 group training sessions, 2 outdoor activities, 1 voluntary services, 1 golden interview, 1 parents' workshop (booth), 1 day camp activity and 1 closing ceremony. 		22	14 students	<p>the results of the students' questionnaires, 100% students agreed they learnt how to cooperate well with others and respect to others. Besides, communication between teachers and classmates improved.</p> <ul style="list-style-type: none"> • All P.5 UAP activities have been accomplished in this school year, except for one parent workshop. As the pandemic has come to end, the day camp activity was conducted in the outdoor campsite. And the remaining 1 parent workshop would be conducted in P.6. • According to the results of the students' questionnaires, 100% of students agreed that "UAP" was useful for their development. • All P.6 UAP activities have been accomplished in this school year. • According to the results of the students' questionnaire, 100% of students agreed that the UAP project increased their sense of responsibility. • For the evaluation statistic, please referred to the evaluation report of UAP P.4 to P.6.
4. Prefect Training Camp	<ul style="list-style-type: none"> • The activity aimed at strengthening the prefects' potential, communication and problem-solving abilities. It also assisted prefects in implementing of duties. 	10 /2022	/	P.4-6 Prefects	<ul style="list-style-type: none"> • The training camp was suspended due to the development of the epidemic. In order to have a completed evaluation, we would continue the arrangements next year.
5. P.1 Ice-breaking and self-management activity	<ul style="list-style-type: none"> • The activity aimed at assisting P.1 students to acquire self-management skills and proper ways to get along well with other people in order to have good adjustment in the school. 	09/2022	6	P.1	<ul style="list-style-type: none"> • The activity was provided by school social worker. • Students could follow the instructions with clear guidance. Through displaying the teacher photos and school graphic, they knew more about school. They enjoyed the given tasks and Q & A very much. Students learned the personal hygiene to prevent the epidemic as well. • According to feedback of teachers and observations of social worker, most of the students could recognize textbooks and subject teachers, and also applied the self-care skills after the activity.
6. Big Brothers Big Sisters Scheme	<ul style="list-style-type: none"> • A systematic training was given to the selected senior students by Social Worker. 	09/2022-06/2023	/	Senior students: P.4-6	<ul style="list-style-type: none"> • There were 2 training sessions provided by school social worker to all BBBS and 1

	<p>Students had a record book to record the training sessions and service hours. They helped the junior students during recess and lunch.</p> <ul style="list-style-type: none"> • There were two teams in the scheme. Team A: 10 senior students helped P.1 students during lunch time. Team B: 15 senior SEN students accompanied junior SEN students to have the paired-reading activities every day in the Student Support Room. 			<p>Junior students: P.1-3</p>	<p>training provided by school based EP.</p> <ul style="list-style-type: none"> • Team A student could take care of P.1 students during lunch and helped them with the clean-up. • Team B maintained a limited duties, each time about 3 pairs of students did the paired-reading at library. • Students participated in BBBS training actively. They learnt different skills to become helpers and leaders. Most senior students accomplished their duties throughout the year. • From the feedbacks of senior students, they agreed that the scheme enhanced their communication skills and leadership skills. • From the observation of social worker to junior students, the paired-reading established their reading habits and enhanced their communication skills.
<p>7. Community Participation</p> <p>7.1 Volunteer Movement</p> <p>7.2 “Heart to Heart Scheme”</p> <p>7.3 Smart volunteer</p> <p>7.4 Kindergarten visit</p>	<ul style="list-style-type: none"> • The activity aimed at encouraging students to participate in volunteer services in order to help the people in needs in the society. 	09/2022-06/2023	/	All students	<ul style="list-style-type: none"> • School has participated in “Youth Volunteer Network” and “Heart to Heart Scheme” this year. • Other than school volunteer services, kindergarten visit and volunteer day camps were conducted throughout last year. The feedbacks from parents and students were positive. • Volunteer trainings were conducted to improve students’ understanding and skills for services. • The other volunteer service activities were implemented at school. Students reported that they felt a sense of achievement after the volunteer activity and were eager to attend the other volunteer services in the future.
<p>8. Educational student seminar</p> <p>Life education workshop</p>	<ul style="list-style-type: none"> • The seminars would match up with the curriculums of Moral Education and the major concerns of the year. Seminars aimed at helping students build up healthy life habits in different aspects and promoting positive life values. 	09/2022-07/2023	/	All students	<ul style="list-style-type: none"> • Seminars with different topics, which promoted stress management and emotional regulation were conducted. • Students were interactive and active during the seminars. • From the feedbacks of students, those seminars helped them to be aware of their emotions and improved their skills of stress management.

IV. Programs for specific targets

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. P.1 Adaptation workshop	<ul style="list-style-type: none"> To assist P.1 to know more about Po Kok. To introduce the school facilities to P. 1 students. To introduce the teachers and social worker to students that they could seek help if necessary. 	30/8 & 31/8/2022	3	P.1 students	<ul style="list-style-type: none"> Social workers provided supporting roles during the program. It provided a chance to P.1 students to gain a feeling of belongingness through the introduction of school facilities and teachers, social workers as well. It helped P.1 students to familiar with school facilities and most of them could remember the places such as washroom and teacher offices.
2. Supporting program for SEN students "Learning Skills Group for P.5 to P.6"	<ul style="list-style-type: none"> It aimed at improving students' learning skills. It provided a chance for students to improve their problem-solving skills. There were 2 groups for P.5 to P.6 selected students respectively and 8 sessions for each group. 	05/2023-06/2023	8 8	P.5 (8students) P.6 (8 students)	<ul style="list-style-type: none"> The supporting program was provided by school social worker and cooperated with Kiddy imagination. Throughout all the sessions, students experienced of using the learnt studying skills. Students could use the learning skills and implement those skills to their learning. For example, they could use the memorization skills for Chinese characteristics. From the feedback interview with students, they could describe what they learnt through the groups and they could apply the learning to their study.
3. Social skills training program	<ul style="list-style-type: none"> The groups aimed at enhancing the social skills ability for students who were nominated by their class teachers. The groups were conducted during ECA time on Fridays. 	10/2022-06/2023	9	P.3 (12 students)	<ul style="list-style-type: none"> The group training was provided by school social worker. They learnt to follow the rules and instruction through board games. Students' communication skills were enhanced after the training. They enjoyed to participate in group activities. Students learnt proper social skills through playing team-building games. Student learnt respect and appreciation during the sessions. From the evaluation forms, 100% of students agreed of achieving the objectives of the group. For the evaluation statistic, please referred to the result of questionnaires of the group.
4. P.1 class	<ul style="list-style-type: none"> The trainings aimed at 	09/2022	4	P.1 students	<ul style="list-style-type: none"> The training was conducted by

management workshop	<p>enhancing students' self-care ability including teaching students about personal hygiene, the school/classroom rules, and self-management.</p> <ul style="list-style-type: none"> The group invited student with low self-care ability to participate. 				<p>school social worker.</p> <ul style="list-style-type: none"> The training provided a platform for P.1 student to practice self-management skills as they were learning about how to pack up their school bags according to time schedule; how to follow the rules of school properly. Through the group activities, students had a clear understanding of classroom rules and knowledge of personal hygiene. From the observation of social worker and the feedback from class teachers, students' self-care skills improved and they could better understand the importance of keeping personal hygienic especially under the pandemic.
5. Self-enhancement training program "Individual training sessions"	<ul style="list-style-type: none"> The program aimed at enhancing students' problem solving skills and emotion control ability from individual trainings. 	12/2022-04/2023	8	P.4-6 7 students	<ul style="list-style-type: none"> The training was conducted by school social worker. Throughout all the sessions, students were willing to share the obstacles they faced and were motivated to solve them. From the feedback interview with students, they could describe that they could be attentive and more willing to share, as it was one on one training.
6. "Art For Fun" Program (Fine motor training program)	<ul style="list-style-type: none"> The activity aimed at training students to make good use of little fingers in order to improve their fine motor skills by doing some interesting art work. All students were nominated by teachers and social worker. 	11/2022, 05/2023	8	P.3 (12 students)	<ul style="list-style-type: none"> The activity was cooperated with Social Welfare Department social worker. All materials and expenses were provided by SWD. Students participated actively. They enjoyed doing art work. Most of them could finish the tasks under clear instructions. The group not only provided a chance for students to practice their fine motor skills, but also provided a platform for students to improve their problem-solving skills. From the feedback from parents, they informed that they could find the improvement of their children after joining the group.
7. Multi-intelligence group	<ul style="list-style-type: none"> The groups were held on Tuesdays during ECA period. It targeted on SEN students. It aimed at developing students' potential of multiple intelligences. 	10/2022-05/2023	13	P.4-P.6 (10 students)	<ul style="list-style-type: none"> The groups were provided by school social worker. Students participated actively; they enjoyed the group activities. Students showed their talent of creativity, and progress of communication,

	Students could learn from experiencing different kinds of activities, games and crafts related to eight kinds of intelligence.				interpersonal skills. <ul style="list-style-type: none"> From the evaluation forms, all participants agreed that the objectives of the groups have been achieved.
8. Emotional regulation programs	<ul style="list-style-type: none"> It aimed at enhancing students' knowledge about hygiene and first aid. It also encouraged students to build up a healthy eating habits and exercises regularly. 19 students were selected to join the training program. 	05/2023	4	P.5-P.6 (19 students)	<ul style="list-style-type: none"> The program was collaborated with the social worker from The Samaritan Befrienders Hong Kong. Throughout 4 sessions, students learnt about emotions, the skills of handling emotions, the problem-solving skills and the goal-setting skills. Students were attentive during the sessions and they were active to join the games. From the questionnaire, most of the student agreed that the group could improve their understanding of emotions and problem solving skills.
9. Project of supporting SEN students	<ul style="list-style-type: none"> To assist SEN student in different trainings. To enhance SEN students' communication skills and self-management skills by various kinds of training activities. 	09/2022-07/2023	/	Selected P.1-6 students	<ul style="list-style-type: none"> Social worker assisted to provide the training sessions to SEN students. From the training, SEN students could experience of improving their communication skills by playing games, doing art craft and painting. From the feedback of teachers, the training activities could enhance students' communication skills and time management skills. From the feedback of parents, the trainings were effective in improving their children's self-management skills.
10. Pre S1 Workshop	<ul style="list-style-type: none"> The workshop aimed at helping P.6 students to prepare for interviews of secondary schools. It also aimed at assisting students to understand more about secondary school system, study style, interpersonal relationship etc. for adapting the secondary school life. 	06/2023	3	P.6 students	<ul style="list-style-type: none"> The workshop was provided by school social worker. Students showed their interests of understanding secondary school. The facilitations, subjects and skills of preparation for going to secondary school were introduced. The skills of adapting to new environment and the people whom the students could seek help were reminded. From the questionnaire collected, 100% students agreed that they knew how to seek help when in need after the workshop. According to the results of evaluation and observation, 100% of students agreed the

					objectives of the workshop were achieved.
11. Donation of school bags and stationaries by St. James Settlement	<ul style="list-style-type: none"> The Community resource aims at improving the learning conditions of underprivileged children aged 3-15 and creating a brighter future for them. 	07/2023	/	P.1-P.6	<ul style="list-style-type: none"> School social worker has applied different community resources for the students in need. The students and parents expressed that it helped students a lot. They were very grateful to get the subvention.

V. Student support activity

Services/ Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. P.6 Graduation Camp	<ul style="list-style-type: none"> The activity aimed at enhancing the students' teamwork spirit and the ability of problem solving. It also helped them to understand more about secondary school. 	04/2023	/	P.6	<ul style="list-style-type: none"> Social worker supported students during graduation camp. Social worker could tackle the issues which student encountered at the camp when the instructors were not presented. Student enjoyed the graduation camp and it was a quality time that students could share with each other. Through all kinds of activities, students' communication skills and the problem-solving skills were improved
2. Supporting SEN students in lessons	<ul style="list-style-type: none"> It aimed at supporting SEN students during their lessons to assist their learning and emotional control. 	09/2022 07/2023	/	SEN Students	<ul style="list-style-type: none"> Social worker supported SEN students in the classroom for the whole day or a few lessons depends on the needs of the students and a part time social worker supported SEN students during lessons time for the whole day in order to assist them to control their emotions and impulsive behaviors. SEN students stayed calm during the lessons and learnt effectively with the support of social workers.
3. Summer Bridging Programme	<ul style="list-style-type: none"> The programme aimed at enhancing students' interest in learning Chinese language and Chinese culture by providing a wide range of learning activities. 	07/2023- 08/2023	/	P.1-P.5 Students	<ul style="list-style-type: none"> Social worker supported students during the summer bridging programme. It helped P.1 students to adapt to the new school environment and consolidated P.2 to P.5 students' learning.

VI. Activity for Parents and teachers

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Parent seminar	<ul style="list-style-type: none"> It aimed at assisting parents to support and teach their kids to have better sense of healthy life and positive values. For example, they promoted healthy eating and doing exercise regularly. It also helped parent to learn how to manage the potential dangers at home and to deal with common injuries for their children before going to consult the doctor. 	01/2023	1	Parents	<ul style="list-style-type: none"> Collaborated with United Christian Nethersole Community Health Service (UCN) to provide online seminar videos to all the parents. Feedbacks from parents and teachers were positive. Teachers found parents were aware of preparing the healthy snacks to children during recess after watching the videos. Parents claimed that they knew more about what to prepare in the first aid box at home.
2. Parents' Day Information Provision	<ul style="list-style-type: none"> The program aimed at providing different information, including social services, health living and exercises for the parents. The information was very useful for the parents. This would help to enlarge their network in the community. 	20/01/2023	1	Parents	<ul style="list-style-type: none"> School social worker assisted during the Parents' Day to meet parents. Social worker provided information of community resources to parents who were in need.
3. Parent and child Art Fun Group	<ul style="list-style-type: none"> The workshop aimed at providing a family time for parents and children to make the handicraft together and developing their creativity. 	06/2023	4	7 families (14 students and parents)	<ul style="list-style-type: none"> Collaborated with Social Welfare Department (SWD). All materials and expenses were provided by SWD. Parents and children enjoyed the making handicraft very much. Feedbacks from parents and children were positive. They all agreed that the group activities can enhance their parent-child communication, and they are satisfied with the group activities and arrangement.

VII. Administration Work and others

Services / Programmes	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
Handle case conference and meeting with NGOs	09/2022-08/2023	/	<ul style="list-style-type: none"> Parents Staff from NGOs 	<ul style="list-style-type: none"> Social worker mainly assisted in the case conference and meeting with the trainers.
School meeting	09/2022-08/2023	/	<ul style="list-style-type: none"> Parents Students 	<ul style="list-style-type: none"> To attend different school meetings such as IEP meeting, meeting with EP, school guidance team meeting, etc.
Assessment and Examination Invigilation for SEN student	09/2022-08/2023	/	<ul style="list-style-type: none"> SEN students 	<ul style="list-style-type: none"> Students Social worker did the invigilation for SEN students.
Contact with NGOs	09/2022-08/2023	/	<ul style="list-style-type: none"> Staff of NGOs 	<ul style="list-style-type: none"> Students To keep close contact and relationship with NGOs, so as to network suitable and valuable resources

				to school.
School functions	09/2022-08/2023	/	<ul style="list-style-type: none"> • Parents • Students 	<ul style="list-style-type: none"> • Students To help in school opening ceremony, graduation ceremony, Buddhist's day celebration etc.
Board	09/2022-08/2023	/	<ul style="list-style-type: none"> • Students 	<ul style="list-style-type: none"> • Students To update the Guidance Team Board regularly.

VIII. Overall Evaluation on Service Rendered (including casework service, groups/programs, consultation service, service coordination and mobilization of community resource)

1. Casework service

There were 18 cases (including 17 cases brought forward from last year) handled this school year. The main problem natures of cases included lack of social skills (33%), emotional problems (17%), behavioral problems (28%), family problems (17%) and learning problems (5%). Cases of emotional problems such as excessive anxiety or fear and emotional outbursts were caused by their study stress from unreasonable expectations of themselves or parents. Cases of lack of social skills and behavioral problems mainly were students with special educational needs. Cases of family problems mainly referred to the parent-child communication problem or parenting problem especially during pandemic. Cases of learning problems mainly referred to the student with special education needs and their study adaption after school resumed. School social worker worked regularly with the cases to follow up their progress. During the case interviews, school social worker applied multiple approach strategies such as play therapy, solution focus therapy, social stories, rewarding scheme etc. to assist students in self-expression, emotional control and to enhance students' self-confidence, learning skills and values of life. Meanwhile, group activities for the cases, communication and co-operation with parents and teachers and supports from the community are the alternative intervention strategies for students.

2. Groups and programs

In order to tie in with the school major concerns and the developmental needs of all students, social worker arranged multi groups and activities for all students. It aimed to enhance students' problem solving skills, communication skills and positive life attitudes etc. As the epidemic slowed down, some face to face group activities or programs have been resumed in the second semester. Students could reflect themselves, interact and build up relationships with others during the groups and programs. Simultaneously, students could develop their interest and potential via the activities.

3. Consultation Services

The problems of consultation included the adaption after school resumption, lack of social skills, lack of learning motivation, behavioral problems, emotional problems and family problems. Among the various problems, behavioral problems and adaption after school resumption were the main concerns. Hereby, the cooperation among Discipline and Counselling Team and Students Support Team were very important. Throughout the year, team members cooperated with each other very well.

4. Community service collaboration

Social worker was able to maintain close working relationship with different organizations of the community. They helped a lot in providing manpower and programs which supported to the school. As the epidemic slowed down, most of the cooperation has been resumed in this school year. Social worker would continue to cooperate with them in order to integrate satisfactory community resources for students and their parents.

VX. Other Feedback (e.g. assessment of Student needs, cooperation with school personnel, use of community resources, operational difficulties, etc.)

1. Due to the development of the epidemic, school social worker needed to formulate different measurements and strategies quickly to respond the needs of students, parents and teachers. For

example, school social worker provided comprehensive online group activities, trainings and workshops regularly during school suspension. Besides, there were many consequences of epidemic such as emotion and adaption problem of students from school resumption, parenting problems during school suspension or unemployment of parents under the pandemic. School social worker had to assess the needs of students and parents in order to provide related service or apply the community resources for them in a timely manner.

2. Social worker mainly cooperated with Discipline and Counselling Team, Student Support Team and After School Support Team. Entering the second year of working in the school, school social worker has established a trustworthy relationship with different stakeholders at school including school personnel, students and parents. Nevertheless, their supports make my work runs smoothly and effectively.
3. In summary, I was very thankful for the strong support and trust from school principal to my work. Moreover, I am very grateful to obtain the reliable support from the team leaders of Discipline and Counseling Team and Students Support Team and all the teachers. To such an extent, all my groups and programs could be implemented smoothly by which students could get continuously progresses in their development.

X. Recommendation (e.g. suggestions for service improvement, proposals for future service area, etc.)

1. Theme of Comprehensive Counseling Service of “Foster PoKokese Virtues: Love Po Kok, Love Hong Kong” promoted the positive life values to the students.
2. Assess the needs of students and parents under the epidemic, introduce different resources in cases, groups and activities, and carry out online supports to the students and parents if necessary.
3. Community voluntary service was organized to the students and guided them to have in depth self-reflection afterwards. Besides, Big Brothers and Big Sisters Scheme could not serve and promote to all the students due to the development of epidemic. The scheme could be more systemic and organized and promoted to all the students via campus TV.
4. As the epidemic slowed down, all the classes, activities and programmes have been resumed to face to face, it was important to address the adaptation and emotion issue of students and provided support to them in a timely manner.
5. To enhance family support or provide parent education through home-school cooperation.
6. Good partnership with different community organizations could guarantee valuable resources input to school. Close cooperation with other NGOs would be maintained which would be beneficial to programs such as interest groups, training activity, parent-child programs etc. and helped students with their talents, learning and life experience.

Prepared by : YOU YONG, Yoyo (Name)

School Social Worker (Post)

Contact Tel. No.: 2121-1829

I. Evaluation for Government Funding

1. Evaluation for ‘Capacity Enhancement Grant’

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Organise the administration files in a proper manner and to create teaching NCS students.	To employ 2 full time teaching assistants to assist in daily routines and help making teaching aids and varies translation jobs.	09/2022-08/2023	We have employed 2 full time teaching assistants to help with the general clerical work. However, they have mainly focused in helping domain three and therefore, their salary were deducted in their funding.	We have employed 2 full time teaching assistants to help with the general clerical work. However, they have mainly focused in helping domain three and therefore, their salary were deducted in their funding.	It was suggested to continue employ 2 full time teaching assistants to assist the administrative work in order to create space for teachers.
Relieving teachers’ workload for curriculum development	To employ 1 full time janitor and 1 part-time janitor to assist in the daily routines, for example cleaning and photocopying.	09/2022-08/2023	A sum of \$287,056.49 was used to cover the salary and MPF of 1 full time janitor and 1 part-time janitor from 01/09/2022 to 31/08/2023.	1 full time janitor and 1 part time janitor were employed to assist in the daily routines, for example cleaning and photocopying. According to the teachers’ questionnaire, 100% teachers agreed that the janitors had assist in the daily routines and help lessen the workload of the teachers.	It was suggested to continue employing 1 full time janitor and 1 part-time janitor to assist in daily routines, for example cleaning and photocopying in order to create space for all teachers.

2. Evaluation for ‘Composite IT Grant’ (including e-Learning Resources Grant)

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Support teachers’ teaching with Information Technology.	To purchase consumables, IT equipment and online services.	09/2022-08/2023	A sum of \$603,742.45 was used to purchase consumables, IT equipment and online services from 01/09/2022-31/08/2023.	IT team has purchased consumables, IT equipment and online platform to enhance school IT facility and online learning.	It was suggested to continue purchase consumables, IT equipment and online platform.

3. Evaluation for ‘Information Technology Staffing Support Grant’

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Support teachers’ teaching with Information Technology.	To employ TSS or purchase on-site TSS service.	09/2022-08/2023	A sum of \$263,580.00 has used to purchase on-site TSS service provided by Speedy Group Limited from 1/11/2022 to 31/8/2023	On-site TSS had supported the teachers with the use of IT.	It was suggested to continue purchase on-site TSS service from companies as there are difficulties on employing TSS.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To expand the number of teaching assistants and counsellor in order to provide extra support for SEN students.	To employ 1.6 teachers and 1.4 full time teaching assistants	09/2022-08/2023	A sum of \$916,860 was used to cover the salary and MPF of 1.6 teachers and 1.4 full time teaching assistants from 09/2022 to 08/2023.	According to the appraisal system, the performances of the teachers and teaching assistants were satisfactory.	The hiring of teaching assistants was necessary to provide in-class support for SEN students.
To provide different training programmes for SEN students to help them learn effectively in normal school.	Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased.	09/2022-08/2023	A sum of \$453,337.76 was used to purchase different training services and learning aids. (Dyslexia training \$76,158, Behavior training \$79,920, Memory, thinking and problem-solving skills \$21,120, Speech therapy \$113,000, ESTG and Stationery \$34,509.53, Paired-reading materials \$50,847.76, Learning materials \$11,533.73, Prize \$27,468.74, On-line teaching materials \$38,780)	According to the lesson observations and the progress reports of the students, the performances were satisfactory.	The training programmes were necessary for the next academic year and the purchase of professional service providers was necessary to provide professional support for SEN students.

5. Evaluation for 'School Based After-School Learning and Support' Programmes (SBG)

*Name/Type of activity	Actual no. of participating eligible students [#]			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
The Beauty in Biodiversity	0	30	10	40	16/01/2023	<ul style="list-style-type: none"> \$3200 for admission fee \$2050 for transportation fee 	Observations	Ocean Park	Students learnt about nature and conservation.
UNSW Exam	0	10	11	21	6/03-25/03/2023	<ul style="list-style-type: none"> \$3840 for exam fee \$2847.5 for stationery/ printing cost 	Test	University of New South Wales	Students could locate, identify, explain, interpret, infer and analyse information in and about texts. Their skills of observing, interpreting, concluding and reasoning were enhanced.

Dolphin Tracking Trilogy (Zoom)	0	22	6	28	13/06/2023	\$3000	Observations	Ocean Park	Students could discover the features of marine animals from a scientific perspective and understand how to classify animals.
Tactics in the Wild	0	35	5	40	16/06/2023	\$4000	Observations	Ocean Park	This activity was cancelled as the amber rainstorm and thunderstorm warning signals were hoisted on that day.
Disney STEAM Missions: Land, Sea and Air	0	13	3	16	19/06/2023	\$4305	Observations	HK Disneyland	Students' interest in STEAM aspects was fostered. They have cultivated valuable life skills.
skyExplorer @sky100 x Big Bus Tour	0	23	7	30	05/07/2023	\$4948	Observations	sky100 Academy	Students explored the development of Hong Kong and they understood more about the past of Hong Kong.
LEGO Education SPIKE Prime Fun Day	0	35	10	45	11/07/2023	\$15048	Observations	Trumpstech Digital Education Services Ltd	Students understood the basic concepts of computational thinking and applied STEM knowledge for designing products.
Self-confidence development workshops	0	7	3	10	02/05/2023 09/05/2023 16/05/2023 23/05/2023	\$5600	Observations	The Samaritans	Students have learnt how to deal with the negative emotions. They learnt about their weaknesses and strengths. They have built up the self-confidence throughout the workshops.

Total no. of activities:

8

@No. of man-times:	0	175	55		Total Expenses	\$48874.5
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**Total no. of man-times:

230

Note:

*Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, 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), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

Project Effectiveness:

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills	✓					
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life	✓					
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community	✓					
q) Your overall view on students’ community involvement	✓					

Comments on the project conducted (*Problems/difficulties encountered when implementing the project*)

<input type="checkbox"/>	unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
<input type="checkbox"/>	difficult to select suitable non-eligible students to fill the discretionary quota;
<input type="checkbox"/>	eligible students unwilling to join the programmes (Please specify: _____);
<input checked="" type="checkbox"/>	the quality of service provided by partner/service provider not satisfactory;
<input type="checkbox"/>	tutors inexperienced and student management skills unsatisfactory;
<input type="checkbox"/>	the amount of administrative work leads to apparent increase on teachers’ workload;
<input type="checkbox"/>	complicated to fulfill the requirements for handling funds disbursed by EDB;
<input type="checkbox"/>	the reporting requirements too complicated and time-consuming;
<input type="checkbox"/>	Others (Please specify): _____

Policies, Resources and Support Measures of Implementing
Whole School Approach to Integrated Education

I. Policy	<p>Our school is committed to developing an inclusive culture through the whole school approach to support students with SEN. The slogan of our school is ‘Po Kok Family Racial Harmony’. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life.</p> <p>School treasures home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN. School has cooperation with PTA by implementing the ‘Outstanding Po Kok Parents Award Scheme’.</p> <p>School had joined the ‘Invitational Education’ (IE). School was awarded ‘Inviting School Award’ and ‘Fidelity Award’. The core educational belief of IE sees all persons as able, valuable and responsible. An inspirational environment is necessary for students to full develop their potentials. Schools advocate students to cultivate trusting, respectful and optimistic school ethos, allowing students to study and lean under an exceptionally compassionate and encouraging environment, and nurture their self-regards and help them realise their potentials and talent to the full. Through the concepts of 5Ps – People, Places, Policies, Programs and Processes, school strive to excel the educational quality and reinforce students’ self-esteem and self-confidence, and all students to have positive personal development and academic advancement. Each student’s potential will be fully realized to facilitate their best.</p>
II. Resources	<p>To facilitate school’s support to students with SEN and ALAs, the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> • Learning Support Grant; • Whole School Approach to Integrated Education; • Enhanced Speech Therapy Grant; • Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs.
III. Support measures and allocation of resources	<p>Students with SEN and ALAs are provided with the following support measures:</p> <p>Administrative:</p> <ul style="list-style-type: none"> • An SST headed by the vice principal is established. The team members include the leader of the SST, the EP, class teachers’ representatives of KS1, teachers of Tier-3 students, school social worker and non-class teachers. • One additional teacher is employed in the implementation of the whole school approach to catering for student diversity. • Four teaching assistants are employed in the implementation of the whole school approach to catering for student diversity. • Two SENST are responsible for teaching KS1 especially focus in small class teaching and collaborative teaching for Tier-2 students. • Co-teaching strategies are adopted in the subject of English and General Studies

in KS1 and Maths in KS2.

- Adapted learning materials, homework strategies or assessment accommodation are provided to students.
- Cooperation with NGOs, such as Hong Kong Playground Association and Integrated Social Welfare Department provide extra support for the students.
- All staff workshop is conducted for all the teachers and school staff to foster mutual understanding of the SEN students.

SEN:

- School-based speech therapy service is hired to offer individual or group therapy session to students with SLI according to their needs.
- Dyslexia Training and Behavior Trainings are provided individual or group sessions to students with learning difficulties, ASD or AD/HD according to their needs.
- Adapted learning materials, homework strategies, dictation adaptation or assessment accommodation are provided to students.
- Students of the junior classes are supported by Big-Brothers-Big-Sisters Scheme during lunch and morning class teacher period.
- Students of the senior classes carried out the Big-Brothers-Big-Sisters Scheme during lunch and morning class teacher period and received leadership training workshops.
- Students with ALAs or EII are enhanced through paired reading programme which is supervised under EP.
- Individualized Educational Plans are implemented for the Tier-3 students with the cooperation of the EP, specialists, school teachers, the social worker and parents.
- Deploying Teaching assistant to support students with Tier-3 in the classroom to provide in-class support and also in the recess time.
- Students with ALAs are enhanced through the programme of 'Learning Circle'.

ALA:

- Students are allocated into three groups according to their results in the subject of Chinese.
- Adapted learning materials, homework strategies or assessment accommodation are provided to students.
- Students with ALAs are enhanced through paired reading programme with BBBS which is supervised under EP.
- Students with ALAs are enhanced through the programme of 'Learning Circle' by school subject teachers.

Parents:

- Parent education, such as parents' seminars and workshop, are organized to equip parents with better understanding of children parenting management and the secondary school places allocation system.
- A cooperation with the Parent Teacher Association for the programme of 'Outstanding Po Kok Parents Award' is implemented to promote the home-

	<p>school cooperation.</p> <p>Teachers:</p> <ul style="list-style-type: none">• EDB Educational Psychology Department is invited to conduct staff development programmes about ‘how to improve learning effectiveness for the students who have special needs’ to provide support for all teachers.
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6. Evaluation for 'Enhanced Additional Funding - Support for NCS students'

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To support the learning and personal development of NCS students	To employ 1.6 teachers, 1.4 full time teaching assistants and 1 part time teaching assistant to assist in organizing activities and supporting the learning of NCS students.	9/2022-8/2023	A sum of \$767,309.25 was used to cover the salary and MPF of 1.6 teachers, 1.4 full time teaching assistants and 1 part time teaching assistant from 01/09/2022-31/08/2023.	We had employed 1.6 teachers, 1.4 full time teaching assistants and 1 part time teaching assistant to help support the learning and teaching of NCS students.	It was suggested to employ additional manpower for Chinese teaching and we would like to continue employing additional teachers next year.
To develop a tailor-made NCS Chinese curriculum and Chinese inter-disciplinary curriculum to cater for their needs of learning.	To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater for NCS students.	9/2022-8/2023	A sum of \$122,400.00 was used to develop a tailor-made NCS Chinese curriculum, Chinese interdisciplinary curriculum, and buy Chinese teaching materials to support NCS students from 01/09/2022-31/08/2023.	According to the results of the school based students' questionnaire, over 95% of students agreed that they could learn Chinese easily with the help of the Chinese curriculum and teaching aids. According to the teachers' observation, their motivation had enhanced.	Tailor-made Chinese curriculum should be provided continuously for NCS students in the coming year.
To stimulate NCS students' interest in Chinese learning.	Buy varies IT equipment and E-learning platform to enhance the interaction in class so as to enhance students' Chinese learning motivation.	9/2022-8/2023	A sum of \$145,400.00 was used to develop a Chinese E-learning Platform and buy IT equipment from 01/09/2022-31/08/2023.	According to the results of the school based students' questionnaire, over 90% of students could learn Chinese effectively with the use of the Chinese E-learning Apps. Also, according to the teachers' observation, students' Chinese learning motivation had enhanced.	It was suggested to continue to develop the Chinese E-learning Apps and buy IT equipment for Chinese teaching in the coming year.
To deliver various programs and activities so as to help improve the learning and teaching of NCS students.	Organise different activities for NCS students to support their learning.	9/2022-8/2023	A sum of \$196,393.99 was used to organize traditional Chinese activities and ECA e.g. Chinese New Year , Mid Autumn Festival & Chinese Drama Training	According to the results of the school based students' questionnaire, over 90% of students agreed that the motivation in Chinese learning has been enhanced through different activities.	It was suggested to continue to deliver various program and activities to improve the learning and teaching of NCS students.

7. Evaluation for 'the Use of the Promotion of Reading Grant'

Target	Strategies	Time Scale	Actual expenditure	Achievement	Evaluation
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.	To purchase of printed books and e-books. 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.	9/2022-8/2023	A sum of \$14,062.05 was used to purchase printed books.	According to the teachers' observation, most of the students liked to read and borrow books from our school library. Also, they have read extensively and completed the school-based reading scheme Happy Reading Program.	It was suggested to continue to purchase printed books and magazines for refining the library circulation to support the development of reading across the curriculum. Also, e-reading becomes the trend these years. Students should be encouraged to subscribe e-newspaper.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To expand the number of teaching assistant in order to provide extra support for SEN students.	To employ 1 teaching assistant.	9/2022-8/2023	A sum of \$194,985 was used to cover the salary and MPF of 1 full time teaching assistant from 9/2022 to 8/2023.	According to the appraisal system, the performances of the teaching assistant were satisfied.	The hiring of teaching assistant was necessary to provide in-class support for SEN students.
To promote different culture diversity at school	To hold different cultural exchange activities at school and help students to integrate the society.	9/2022-8/2023	A sum of \$7,138.30 was used to purchase different materials to hold the cultural exchange activities and performance.	According the reflection of the activities and performance, all of the students liked and enjoyed the activities and performance.	The cultural exchange activities and performance would be continued in the following year to let NCS SEN students increase their sense of belonging and self-confident.

9. Evaluation for ‘the Use of the Student Activities Support Grant’

Po Kok Primary School
Report on the Use of the Student Activities Support Grant
2022-2023 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$21,000.00
B	Expenditure in the Current School Year:	\$21,000.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	75	\$21,000.00
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
Total	75	\$21,000.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	P.1-6 Visit Hong Kong Palace Museum	Moral, Civic and National Education	75	\$4300.00		✓			
2	P.1-6 Visit Country Club	Physical Education	75	\$5700.00			✓		
3	P.1-6 Picnic	Cross-Disciplinary (Others)	75	\$6800.00	✓				
4	P.4 Music Concert	Arts (Music)	18	\$2400.00	✓				
5	P.2 Visit Tai Tam Country Park	General Studies	8	\$1800.00	✓		✓		
Expenses for Category 1			251	\$21,000.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
Expenses for Category 3			0	\$0.00					
Total			251	\$21,000.00					
1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.									
								Contact Person for LWL (Name & Post): Ching Po Yee (PSM)	

10. Evaluation for ‘the Use of the Life-wide Learning Grant’

**Report on the Use of the Life-wide Learning Grant
2022-2023 School Year**

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses *	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	One Person, One Flower Scheme	Nov-2022	P.1-6	411	\$2,778.75	\$6.76	E7	General Studies	Observation		✓			
2	STEM Week / STEM Day	Jan-Jul	P.1-6	411	\$43,992.57	\$107.04	E7	Cross-Disciplinary (STEM)	Observation	✓				
3	Sports Day	Mar-2023	P.1-6	411	\$20,401.29	\$49.64	E1, E7	Physical Education	Observation			✓		
4	PE Games Day	Jul-2023	P.1-5	344	\$451.00	\$1.31	E7	Physical Education	Observation			✓		
5	Panel-based Activities (English) Halloween & Christmas	Oct-2022	P.1-6	411	\$4,534.76	\$11.03	E7	English Language	Observation		✓			
6	Panel-based Activities (Moral Education) Nepal	Oct-2022	P.1-6	411	\$1,833.90	\$4.46	E7	Moral, Civic and National Education	Observation		✓			
7	Panel-based Activities (VA) Design & Materials	Oct-2022	P.1-6	411	\$3,022.70	\$7.35	E7	Arts (Visual Arts)	Observation + result	✓				
8	Panel-based Activities (GS) LEAP Drugs Activity	May-2023	P.5	80	\$2,695.00	\$33.69	E7	General Studies	Observation		✓			
9	Panel-based Activities (GS) Tai Kwun Visit, City Gallery, Low Carbon Energy Education Centre	Jan-Jun 2023	P.4	75	\$16,350.00	\$218.00	E2	General Studies	Observation		✓			

10	Panel-based Activities (GS) Electrical and Mechanical Services Department	Jul-2023	P.3	75	\$4,100.00	\$54.67	E2	General Studies	Observation		✓			
11	Panel-based Activities (GS) Tai Tam Country Park Visit, Eco Park Visit	Feb-Jun 2023	P.2	75	\$10,500.00	\$140.00	E2	General Studies	Observation		✓			
12	Panel-based Activities (GS) Woodside Biodiversity Education Centre	Jul-2023	P.1	75	\$3,500.00	\$46.67	E2	General Studies	Observation		✓			
13	Panel-based Activities (National Security)	Sep-Jul	P.1-6	411	\$28,325.00	\$68.92	E1, E2, E7,E8	National Security	Observation		✓			
14	Panel-based Activities (Music) Concert	Nov-2022	P.4	85	\$1,300.00	\$15.29	E2	Arts (Music)	Observation	✓				
15	School Picnic	Nov-2022	P.1-6	411	\$78,266.00	\$190.43	E1, E2, E7	Physical Education	Observation			✓		
16	Indian Dance Team	Sep-Jul	P.1-6	30	\$46,585.59	\$1,552.85	E2, E7	Gifted Education	Observation+result			✓		
17	English Opera Team	Sep-Jul	P.1-6	20	\$50,491.28	\$2,524.56	E5, E6	Gifted Education	Observation		✓	✓		
18	Post Exam Activity (Hong Kong Palace Museum)	Jan-Jul	P.1-6	411	\$18,160.00	\$44.18	E2	Citizenship and Social Development	Observation		✓			
19	Post Exam Activity (Hong Kong Country Club)	Jan-Jul	P.1-6	411	\$84,500.00	\$205.60	E2	Physical Education	Observation		✓	✓		
20	P6 Graduation Camp	Apr-2023	P.6	68	\$66,110.80	\$972.22	E1, E2	Leadership Training	Observation		✓	✓	✓	
21	Uniform Group Activities	Sep-Jul	P.1-6	60	\$445.90	\$7.43	E7	Leadership Training	Observation		✓	✓		
22	Employ Professional Coaches for ECA (Kung Fu)	Sep-Jul	P.1-6	20	\$7,800.00	\$390.00	E5	Physical Education	Observation			✓		
23	Employ Professional Coaches for ECA (Taekwondo)	Sep-Jul	P.1-6	28	\$8,000.00	\$285.71	E5	Physical Education	Observation			✓		
24	Employ Professional Coaches for ECA (Skipping)	Sep-Jul	P.1-6	20	\$8,500.00	\$425.00	E5	Physical Education	Observation			✓		
25	Employ Professional Coaches for ECA (Mini Golf)	Sep-Jul	P.1-6	28	\$8,800.00	\$314.29	E5	Physical Education	Observation			✓		
26	Employ Professional Coaches for ECA	Sep-Jul	P.1-6	32	\$8,000.00	\$250.00	E5	Physical Education	Observation			✓		

	(Hockey)													
27	Employ Professional Coaches for ECA (Chinese Drum)	Sep-Jul	P.1-6	32	\$1,560.00	\$48.75	E5	Arts (Music)	Observation			✓		
28	Competition and performance (Speech Festival)	Sep-Oct 2022	P.1-6	39	\$3,945.00	\$101.15	E1	Chinese Language	Observation+result			✓		
29	Competition and performance (School Dance Festival)	Sep-Oct22	P.2-6	22	\$1,230.00	\$55.91	E1, E2	Arts (Others)	Observation+result			✓		
30	Competition and performance (Football Competition)	Sep-Jul	P.1-6	15	\$2,050.00	\$136.67	E1,E2	Physical Education	Observation+result			✓		
31	Competition and performance (Sports Competition)	Sep-Jul	P.1-6	411	\$3,854.00	\$9.38	E1,E2	Physical Education	Observation+result			✓		
32	Competition and performance (Flag Guard)	Sep-Jul	P.1-6	20	\$2,000.00	\$100.00	E1	National Security	Observation		✓			
33	Jellyfish Program	Sep-Jul	P.1-6	411	\$99,707.98	\$242.60	E1,E7	Gifted Education	Observation		✓			
Sub-total of Item 1.1				6,175	\$643,791.52									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
Sub-total of Item 1.2				0	\$0.00									
Expenses for Category 1				6,175	\$643,791.52									

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

No.	Item	Purpose	Actual Expenses (\$)
1	3D Printing materials	Have ECA lessons	\$6,469.00
2	Fun Board Game materials	Have ECA lessons	\$1,280.00
3	Beads Craft materials	Have ECA lessons	\$673.60
4	Fun Reading Books	Have ECA lessons	\$482.00
4	Football Playing Equipment	Have ECA lessons	\$394.00
5	Soft Clay materials	Have ECA lessons	\$765.20
6	Healthy Cooking materials	Have ECA lessons	\$2,917.06
7	Flower Design materials	Have ECA lessons	\$860.34
8	Modern Calligraphy materials	Have ECA lessons	\$889.00
9	Happy Reading materials	Have ECA lessons	\$248.00
10	VR equipment	Have ECA lessons	\$2,833.00
Expenses for Category 2			\$17,811.20
Expenses for Categories 1 & 2			\$661,602.72

Category 3: Number of Student Beneficiaries

Code for Expenses

Total number of students in the school:	411	E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
Number of student beneficiaries:	411	E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
Percentage of students benefitting from the Grant (%):	100%	E3	Fees for non-local exchange activities/competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
		E4	Fees for non-local exchange activities/competitions (escorting teachers)	E9	Others (please specify)
Name of Contact Person for LWL:	CHING PO YEE	E5	Fees for hiring expert/professionals/coaches		
Post of Contact Person for LWL:	PSM				

11. Report on Sister School Exchanges

Po Kok Primary School
Report on Sister School Exchanges
2022/2023 School Year

Name of the Mainland Sister School:

- (1) Shantou Jinyang Primary School
- (2) Regents Primary School of Shenzhen

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	Virtual Exchange Activity (Shantou Jinyang Primary School)	<ul style="list-style-type: none"> • To arrange students of both schools to meet online, and enhance the friendship of students between two places. • To enhance students' understanding of Chinese arts and culture. 	<ul style="list-style-type: none"> • On 24th February 2023, students and teachers from both schools met online through Tenent Meeting. • Through this virtual exchange, friendship between the two schools was deepened. Students and teachers watched the video of the choral speaking performance played by students from both schools. • Students from JinYang introduced Chinese arts and the culture of Chaozhao. They also shared about their learning achievements in science projects. • Students from Po Kok learned more about Chinese cultures from the introduction. Representatives gave a speech to show appreciation for the efforts of students and teachers from both schools. The activity had strengthened students' collaboration and communication skills. 	<ul style="list-style-type: none"> • Students and teachers had positive feedback on the activity. They had a better understanding of Chinese arts and culture. Students were keen to know more about the embroidery and food culture of Chaozhou. • Students should be encouraged to share more about their learning experiences and the local culture. • Students and teachers were enthusiastic about visiting JinYang. An exchange programme will be organised in the future to broaden students' horizons.
2.	Shenzhen Cultural Exchange Programme (Regents Primary School of Shenzhen)	<ul style="list-style-type: none"> • To broaden students' horizons and enhance their understanding about the Mainland through visiting the sister school. • To provide students an authentic language environment in the learning of Putonghua. 	<ul style="list-style-type: none"> • On 21st June 2023, students and teachers visited Regents Primary School. • During the cultural exchange programme, students from both schools worked in pairs to participate in the STEAM activities. Students were encouraged to speak Putonghua to communicate with each other. • Students and teachers also visited Shenzhen Science Museum to learn through the interactive displays. 	<ul style="list-style-type: none"> • Students and teachers had gained valuable experiences in the cultural exchange programme. The joint participation in the STEAM activities allowed students to enhance their friendship. It also helped students develop better problem-solving skills, as well as collaboration and communication skills. • The exchange programme should be considered to last for a longer period so as to provide students with more diversified learning experiences.

3.	School Introduction Video Production (Shantou Jinyang Primary School & Regents Primary School of Shenzhen)	<ul style="list-style-type: none"> To introduce school activities and share the school life to the two sister schools 	<ul style="list-style-type: none"> A video was produced for introducing the school. The video was shown at Regents Primary School in the cultural exchange programme to enable students to get to know more about the school. Besides, the video was sent to ShanTou JinYang Primary School to show teachers and students the recent development of the school. The school continued to foster communication and friendships with the sister schools. 	<ul style="list-style-type: none"> With the aid of the video, the sister schools could know more about the school environment and activities. The video should be sent to other sister schools paired in the future to promote the school.
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Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	Shenzhen Cultural Exchange Programme (Regents Primary School of Shenzhen)	Tour fees for visiting Mainland sister school	\$7,787.00	Package tour for 3 teachers and 10 students
		Expenses on activities	\$47685.00	Procurement of STEAM equipment
		Expenses on other materials used in the exchanges	\$7366.98	T-shirts, caps, instant cameras and films
		Expenses on purchasing a large-format printer	\$49,000.00	Used to print the tour banner and teaching materials for the activities
		Transportation fees	\$661.33	Tickets for High Speed Railway
2.	School Introduction Video Production (Shantou Jinyang Primary School & Regents Primary School of Shenzhen)	Expenses on producing the school introduction video	\$51,100.00	Used to introduce school activities and share the school life to the two sister schools
		Total:	\$163,600.31	/
		Annual Balance of Grant:	\$153,481.69	/

12. 2023 年非華語學生暑期銜接課程檢討報告

[此報告須包括在 2022/23 學年學校周年報告內，並在 2023 年 11 月 30 日或之前上載學校網頁]

學校名稱：寶覺小學
負責老師姓名：黃嘉瑤主任

本校在 2023 年暑假期間獲教育局提供津貼，為非華語學生舉辦暑期銜接課程（下稱「該課程」）。該課程已在 2023 年 8 月完成。本校亦已檢視該課程對改善非華語學生學習中文的成效。詳情如下：

實施詳情：

上課日期：	2023 年 7 月 17 日至 8 月 4 日
時間：	上午八時至中午十二時
上課地點：	寶覺小學
承辦/協辦機構（如適用）：	/

參加及出席人數：

非華語學生			非華語學生的家長 (只適用於有安排家長參與的學校)		
參加人數	出席人數	出席率	參加人數	出席人數	出席率
156	127	81%	0	0	0

課程內容概要：

為協助非華語小一新生適應在課堂環境中運用中文學習，並加強支援升讀小二至小六的非華語學生學習中文，本學年本校於暑假期間開展暑期銜接課程，以助學生準備下一學年的中文學習。暑期銜接課程內容多樣化，學習活動包括：中文故事閱讀、中華文化活動、語文遊戲、中文讀寫課堂、遊覽校園，旨在提升學生學習中文的興趣，讓學生能多聽多說中文。

課程對改善非華語學生學習中文的成效評估方法（例如觀察、問卷等）及評估結果：

綜合各暑期銜接課程導師的觀察，非華語小一新生在課程中大致能適應新的校園環境和認識新同學，在課堂學習中表現積極投入；升讀小二至小六的非華語學生在課程中亦樂於參與不同類型的課堂活動，並嘗試運用中文語句與他人溝通。在導師的指導下，學生俱能完成課業的內容，並能自行寫作中文句子。

課程需檢討的地方：

本學年的暑期銜接課程已根據非華語學生的學習需要，設置多元化的學習活動和課程內容，以提升學生學習中文的動機。下學年，學校將繼續多鼓勵非華語學生的家長陪同子女參與暑期銜接課程內的學習活動，透過家長的支援及家校合作，為學生提供更多學習中文的機會。

就課程由 2023 年暑假起擴展至包括升讀小五及小六的非華語學生的整體評估：

本學年共 49 位升讀小五及小六的非華語學生參加暑假銜接課程。課程內容根據各級學生的學習進程和需要來編訂。導師在中文課堂內會先與學生重溫本學年所學的語文知識，然後以「小步子」的方式教授下學年的中文課題。由此，讓升讀小五及小六的非華語學生均能鞏固本學年所學，並為下學年的中文學習做好準備，奠下更穩健的語文根基。

13. Plan for ‘Grant Scheme on Promoting Effective English Language Learning in Primary Schools’

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	Purchasing printed titles and employing a qualified full-time supply teacher to create space for the core team to develop whole-school STEM Week reading modules and the KS2 RaC Programme for promoting reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	9/2022-8/2023	A sum of \$350,000 had been used in the 2020/2021 school year to purchase printed titles (\$16,200) and employ a qualified full-time supply teacher (\$333,800, combining funding from LSG: \$104,680) to create space for the core team to develop teaching and learning materials.	P.1 to P.6 STEM reading modules and KS2 RaC Programme were created by the core team. Students’ reading skills have been enhanced.	From teachers’ observation, questionnaire and students’ examination results, it could be seen that the developed modules were able to enhance students’ reading skills and helped promote reading across the curriculum.

J. Financial Report

Name of Account	Income	Expenditure
<i>EOEBG</i>		
Admin / Revised Admin Grant	1,065,744.00	985,860.00
Air Conditioning Grant	343,435.00	414,013.00
Basic/Baseline/Per Class	1,021,019.74	1,135,121.93
Base School School-Based Speech Therapy Admin Recurrent Grant	8,258.00	0.00
Capacity Enhancement Grant	610,201.00	287,056.49
Composite Information Technology Grant	419,780.00	603,742.45
Enhanced Speech Therapy Grant	154,044.00	113,000.00
School Based Management Top Up Grant	51,615.00	14,210.00
School Based Speech Therapy Admin Recurrent Grant	8,258.00	0.00
Top Up Student Guidance Service Grant	133,021.00	83,690.25
Understanding Adolescent Project Grant	145,936.00	143,009.00
Sub total	3,961,311.74	3,779,703.12
<i>OTHER GRANTS</i>		
Community Care Fund Assistance Program School Lunch	107,100.00	*107,100.00
Committee on Home-School Co-op Proj Grant	25,855.00	**25,855.00
Consultation Service Grant	132,552.00	135,000.00
Enhanced Additional Funding - Support for NCS students	1,537,500.00	1,231,503.24
Grant for Supporting NCS Students with SEN	206,460.00	202,123.30
Information Technology Staffing Support Grant	327,588.00	263,580.00
Learning Support Grant	1,261,143.00	1,257,197.76
Life-Wide Learning Grant	619,371.00	661,602.72
NET Scheme Grant	167,571.53	167,571.53
Other Recurrent Grant	219,852.00	219,776.60
Promotion of Reading Grant	31,991.00	14,062.05
School Based After-school Learning & Support Program	51,000.00	48,874.50
School Social Work Service Grant	658,080.00	678,000.00
Sister School Scheme Grant	159,955.00	163,600.31
Six Round Anti-Epidemic Fund	14,000.00	14,000.00
Student Activities Support Grant	21,000.00	21,000.00
Summer Bridge Program	298,320.00	298,320.00
Sub total	5,839,338.53	5,509,167.01
Overall Total	9,800,650.27	9,288,870.13

*Remarks: Expenses paid for lunch:

Unused fund will be clawed back by EDB: \$64,775.00
\$42,325.00
\$107,100.00

**Remarks: PTA Expenses paid:

Unused fund will be clawed back by EDB: \$18,455.00
\$ 7,400.00
\$25,855.00

K. Feedback on Future Planning

For Management and Organization, the self-evaluation system is operating efficiently and evaluations were made to inform future planning. Under the enhanced School Development and Accountability framework, the school will continue to promote school's sustained development and accountability for the improvement of student learning outcomes. The school will continue to optimize Geese Program 4.0 to promote the professional growth of teachers and encourage them to keep abreast of the latest trends in educational development. The school will continue to encourage teachers to attend training workshops on their developmental goals and the latest educational initiatives. The Micro Lesson Study Scheme will be further extended to enhance teaching and learning effectiveness and to promote professional dialogues among teachers. Teachers will continue to plan, implement and refine teaching materials and lesson plans together.

For Learning and Teaching, the school will continue to make use of the Better Teaching and Learning Scheme 3.0 to help enhance learning efficiency. Teachers will make use of different C³ questions and differentiated teaching strategies to stimulate students' thinking and deepen their learning. Teachers will use differentiated questions to cater for learner diversity and design meaningful and interactive lesson activities to enhance learning effectiveness. More focus would be put on 'creative thinking' in the coming year. Responding to the latest educational initiatives, the school has formulated a new school-based curriculum that covers six categories of learning elements, namely life-wide learning, extensive reading, values education, enriching STEAM education and information literacy. The integrated learning program will be developed in phases. Phase 1 will be implemented in P1 and P2 in the coming year.

For Student Support & School Ethos, the school has fostered PoKokese virtues in two major aspects, namely 'Love Po Kok, Love Hong Kong'. Under 'Love Po Kok', the Golden Rules were introduced to strengthen students' courtesy routines. Pairing the Golden Rules with Po Kok Super STAR 3.0 Award Scheme, Interclass Courtesy Competition and Monthly Courtesy Star Award, it could be seen that more students have learned to raise their hands before speaking or answering questions. They could take their initiative to greet other schoolmates or school staff. The school has provided a lot of chances for students to appreciate people around them. Under 'Love Hong Kong', the school has strengthened students' understanding of Hong Kong and China through different subject-based learning activities and weekly flag-raising ceremonies. In the coming year the school will focus on providing more opportunities for students to participate in volunteer services. Training sessions and debriefing sessions would be given to volunteers and stars would be also given to them in Po Kok Super STAR 3.0 Award.

For Student Performance, many of the inter-school competitions in the first term had been cancelled because of the prevalence of COVID-19. The school has arranged students to participate actively in various competitions, such as Speech Festival, Inter-school Dance Festival Inter-school Sports Competition. The domain will continue to explore our students' talents and help them develop their talents to the utmost by joining various competitions in the coming year.