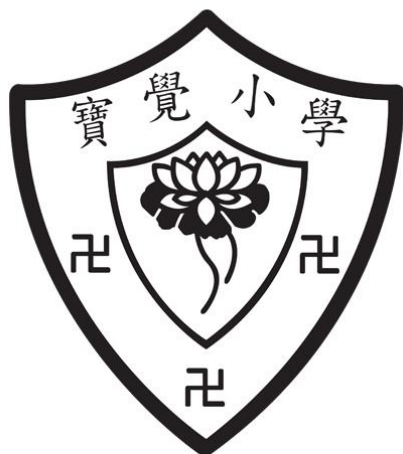


Po Kok Primary School



Annual School Report

2023-2024

Po Kok Primary School

Annual Report

2023-2024

Content	Page
A. School Vision and Mission	P.2
B. Our School	P.3
C. Management and Organization	P.3
D. Our Students	P.6
E. Our Teachers	P.6
F. Achievements and Reflection on Major Concerns	P.7
G. Student Performance	P.17
H. Evaluation of Comprehensive Student Guidance Service Year Plan	P.19
I. Evaluation for Government Funding	P.31
J. Financial Report	P.51
K. Feedback on Future Planning	P.52

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 17 classes and the total numbers of students are 405. 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

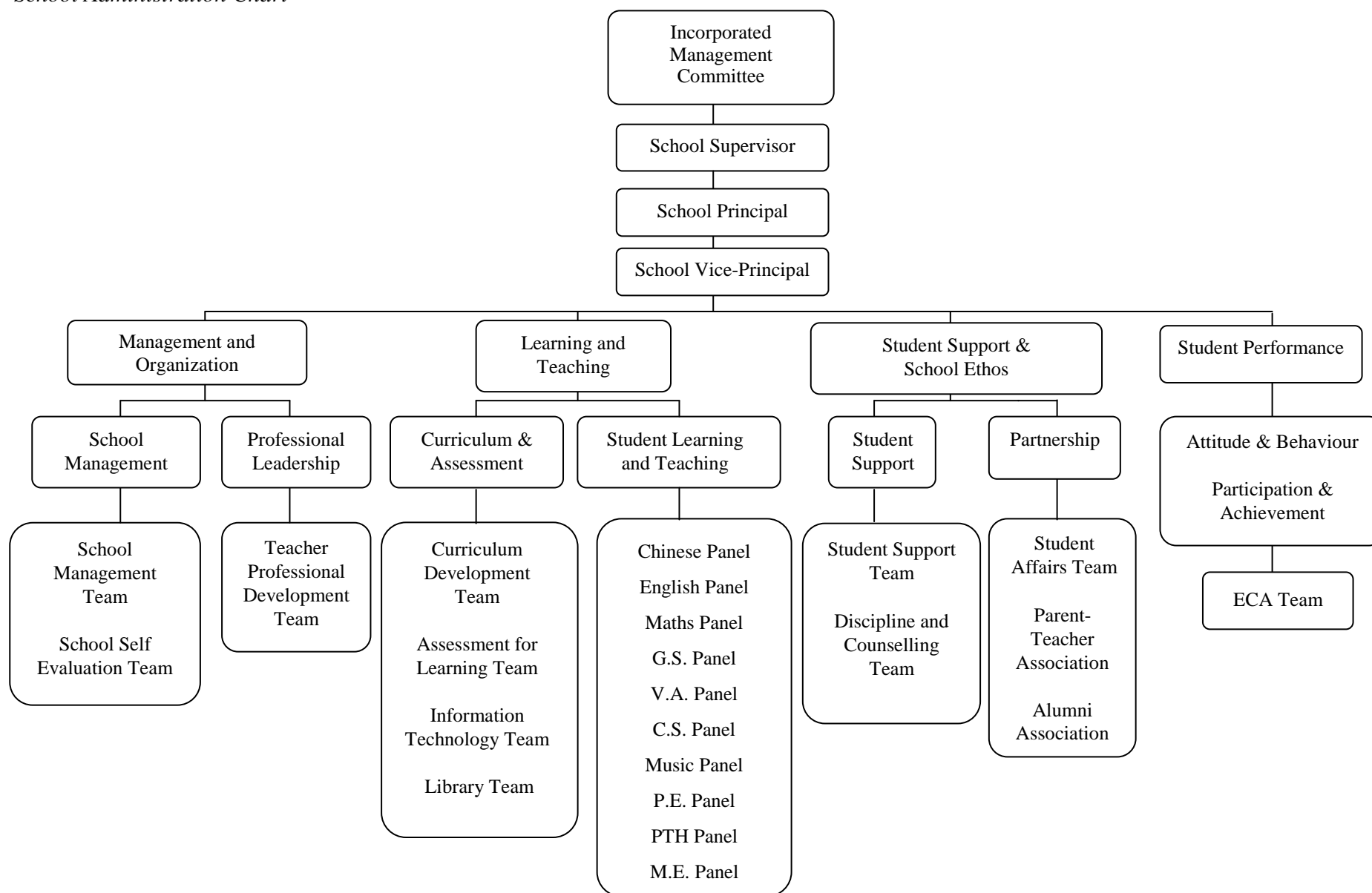
Supervisor/ Chairman of Management Committee	:	Ms Lee Man Yee Anita
School Head	:	Ms Chung Lai Kam Kathy
School Type	:	Aided Whole Day School
Student Gender	:	Co-education
Sponsoring Body	:	Tung Lin Kok Yuen
Religion	:	Buddhism
Year of Commencement of Operation	:	1931
School Motto	:	Benevolence and fraternity
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. 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 2023-24*

Primary	P.1	P.2	P.3	P.4	P.5	P.6	Total
Class	2	2	3	3	3	4	17
Total number of students	52	53	76	76	70	78	405

E. Our teachers*Professional qualification of teachers*

There are forty-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	4
Qualification (% of Teaching Staff)	
Teacher Certificate / Diploma in Education	87.5%
Bachelor Degree	97.5%
Special Education Training	73.5%
Working Experiences (% of Teaching Staff)	
0-4 years	27%
5-9 years	38%
10 years or above	35%
Our teachers' development record	
Principal's total number of hours of professional development	360 hours
No. of hours of professional development per teacher	96 hours (Total:3263 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
 - All subject panels further implemented the Better Teaching and Learning Scheme 3.0 to design lesson activities to support diverse learning needs. The data collected from the school-based teachers' questionnaire revealed that over 90% of the teachers strongly agreed that they effectively carried out the scheme and utilised the C³ questioning strategy in teaching and learning. "Creative Questions", together with "Comparative Questions" and "Critical Questions" were specifically asked in lessons to stimulate students' thinking when teaching different topics and subjects.
 - Additionally, more than 85% of the teachers affirmed their use of MINDS differentiated learning activity design strategy to address students' diverse learning needs. They were able to organise interactive lesson activities such as role plays, pair work and group discussions to facilitate peer learning tailored to students' capabilities.
 - In conclusion, teachers demonstrated a joint effort to employ questions of varying complexity and design meaning lesson activities to enhance the depth of learning.
2. Enhance teaching effectiveness through conducting various activities including teachers' professional training, and collaboration meetings
 - In alignment with the objective of Major Concern 3, a series of professional training activities such as collaboration meetings, lesson observations and the Micro Lesson Study Scheme were regularly held to continuously enhance teaching effectiveness. The activities offered teachers valuable opportunities to exchange ideas in enhancing teaching and learning. Particularly, teachers discussed the design of C³ questions and MINDS differentiated learning activities for teaching different topics.
 - This year, the major subject panels conducted Micro Lesson Study in two selected grades. It enabled teachers to foster the practice of the teaching strategies in classrooms. Based on the results of school-based teachers' questionnaire, over 90% of the teachers strongly agreed that the teachers' professional training activities could enhance their teaching effectiveness and design activities to deepen learning.
 - The above mentioned professional training activities helped support teachers in systematically planning their lessons and effectively applying the teaching strategies.
3. Students develop thinking skills and self-learning capabilities in stages
 - C³ questions were frequently incorporated into lessons and assignments to engage students in their learning to gradually develop their thinking skills and self-learning capabilities. Teachers observed that most students achieved certain progress to answer mixed types of questions and they showed good signs of learning. According to the results of school-based students' questionnaire, over 90% of the students agreed that different levels of C³ questions were asked in lessons to stimulate their thinking and the C³ questions in the school-based worksheets and materials could inspire their

thinking.

- Besides, in the Po Kok Super STAR 3.0 Scheme, for English, Mathematics and General Studies, over 70% of the students achieved the title of “Inquisitive Learner”. Most students actively answered different types of questions requiring higher order thinking in lessons and their assignments.

Reflections

1. Implement the refined Better Teaching and Learning Scheme 3.0 to cater for learner diversity
 - The intended objective was successfully achieved. Most teachers were familiar with the Better Teaching and Learning Scheme 3.0. and elements of ‘TIPS’ were observed in their lessons. They could engage students with diverse learning needs by adopting the C³ questioning strategy. As “Creative Questions” was the focus of the year, teachers teaching different subjects designed questions guiding students to develop stories, imagine responses to scenarios or devise solutions for problems to spark students’ creativity.
 - Next, the MINDS differentiated learning activity design strategy was frequently applied to organise lessons to promote collaborative learning. Pair work and group tasks were designed to ensure all students were involved and challenged appropriately.
 - The above strategies were effective in guiding students to think and deepen their learning. Yet, the element of “S” should be furthered to foster autonomous learning in the next cycle of development.
2. Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings
 - The target was fully achieved. Teachers were appreciative to opportunities for professional growth in teaching. They were receptive to new ideas and skills in organising lesson activities utilising the C³ questioning strategy and MINDS differentiated learning activity design strategy. The Micro Lesson Study Scheme was remarkably successful to allow teachers’ contribution in designing learning activities to cater to students’ needs. The training activities should be continued to achieve collective growth of teachers in teaching.
3. Students develop thinking skills and self-learning capabilities in stages
 - The intended outcome was partly achieved. Most students were engaged in the MINDS lesson activities and were able to complete the more challenging C³ learning tasks. In general, they were willing to try answering different types of questions, however, considerable effort has to be made to help students develop higher order thinking skills and self-learning capabilities, as some students were still struggling with completing the C³ learning tasks in Chinese lessons and their assignments. In addition, in the stakeholder survey, the score for “The teachers’ questions can stimulate my thinking” (4.4) remained the same as last year, and in the teacher survey, the score for “Students can learn proactively” (4.4) was relatively low. More attention should be paid to encourage students to take initiative in their learning.

Feedback and follow-up actions:

1. Explore inquiry learning to foster curiosity and provoke thinking
 - The inquiry learning approach should be included in the refined teaching and learning scheme to enhance students' thinking in daily lesson routines across various subjects. To begin each lesson, thought-provoking questions that relates to different topics should be incorporated into the lesson as learning objectives. Activities should be designed accordingly to guide students to explore the topics and seek answers through investigation and collaborative learning. Senior students should be encouraged to pose their own questions that interest them, driving them to explore deeper and seek out new knowledge. They are expected to analyse information, evaluate evidence, draw conclusions and assess their understanding in the learning process. Moreover, the STEAM activities will be modified to STREAM to highlight the elements of research and reading so as to promote inquiry-based learning across disciplines. To conclude, inquiry learning should be adopted to allow students to think critically to support the construction of knowledge.
2. Cultivate self-learning capabilities to empower students to take charge of their learning
 - To foster proactive learning among students, various self-learning strategies should be introduced strengthened to assist students in different learning stages. Preview activities should be revised to arouse learning interests and build in opportunities for inquiry with the use of the Know-Wonder-Learn strategy. Besides, other strategies including employing graphic organisers, note-taking, traffic-light checklists and self-assessments would be reinforced to facilitate learning before, during and after lessons. Besides, the use of e-learning platforms should be promoted to engage students actively with interactive learning resources.

Major Concern 2: Foster PoKokese Virtues: Love Po Kok, Love Hong Kong

Achievements
<p>1. Love Po Kok: Courtesy and Appreciation</p> <ul style="list-style-type: none"> • Our school was awarded the 'Caring School' award and "Racially Friendly Campus Recognition Scheme Racially Friendly Campus Champion" in 2023-2024. <p>1.1 Courtesy:</p> <ul style="list-style-type: none"> • In order to promote positive values and attitudes of students, students are reminded to follow the "Golden Rules" listed in classrooms and corridors. According to the result of students' school-based questionnaire, over 80% of them strongly agreed that "The Golden Rules" listed in the class could help them to build up their courtesy. Furthermore, over 90% of students agreed that they could follow 'The Golden Rules' listed in class. In addition, students are awarded maximum 10 stars each month in the Po Kok Super STAR 3.0 Award (EDX app) if they can follow "The Golden Rules". They would achieve the title "Polite Communicator" if they accumulate 14 stars or more this year from four major subjects and class teacher lesson. According to the result, over 70% of students achieved this award. The performance of students in Chinese lessons was the best, over 85% of students achieved the "Polite Communicator" title. • DC Team maintains two awards, the "Interclass Courtesy Competition" and the "Monthly

Courtesy Star,” aimed at recognizing and rewarding courteous behaviour. Photos of those awarded classes and students are prominently displayed in the hallway. Over 80% students strongly agreed these two awards could strengthen them to act and talk politely.

1.2 Appreciation:

- A culture of appreciation creates a supportive atmosphere, different chances are provided to students to appreciate people around them.
- Ambassadors from all teams are tasked with recognizing their teammates each month for their exceptional service at school on the “We Appreciate” boards. According to individual interviews, over 90% of students agreed that this initiative helps them develop courtesy and appreciation. Additionally, the four major subject teachers for grades P.3-6 regularly highlight students’ exemplary achievements in answering C³ questions in preview tasks and homework on the “I Appreciate” boards to foster a culture of appreciation. Classmates are also encouraged to write appreciation notes, further promoting a sense of recognition and support. In school-based students’ questionnaires, more than 80% students strongly agreed that this initiative contributes to building courtesy and appreciation.
- Other subject panels introduced additional programs to nurture students’ sense of appreciation. Students wrote appreciate cards and say thank you to different people around them during Moral Education lessons. Over 85% of students strongly agreed that the writing of positive messages in appreciation cards can strengthen their politeness and understanding on getting along well with others. One of P.2-6 students is chosen to be the warmup leaders in each PE lesson to lead the whole class for doing warm up exercise. Classmates clap 5 times and say “Thank you”. 85% of students agreed that the warmup leaders’ activity nurture their sense of appreciation to others. The P.1 Interdisciplinary Activity "Po Kok Family" was coordinated by the Chinese panel, English panel, GS panel, and Library Team to motivate students to show appreciation for our school community. Over 90% of students achieved a score of at least 7 marks in the interdisciplinary activity booklet. According to the minutes of CD Team, all students finished the extended readings in class. Additionally, a school-based student questionnaire showed that over 90% of students felt the activity had enabled them to show their appreciation to different school members and enhanced their reading interest. The Computer panel conducted a Typing Competition related to the “Golden Rules”. According to the school-based questionnaire, over 90% of students agreed that the Typing Competition can foster an atmosphere of appreciation and gratitude on campus. The Visual Arts panel held “Love Po Kok” Logo Design Competition among P.1-3 classes, over 85% of students strongly agreed that it has fostered an atmosphere of respect on campus. The DC Team continued the “Monthly Service-in-Class” award to recognize the outstanding service of ambassadors in the classroom, classmates are invited to write some expressions of gratitude. Over 90% of students agreed that this award enhances their attitude toward appreciating others.

2. Love Hong Kong: Respect and Eagerness to Serve

- Our School was awarded “Heart to Heart School” which means the active promotion for students to become volunteers and contribute a minimum of 500 hours of community service within the year.

2.1 Respect:

- Another Interdisciplinary Activity “Exploring Hong Kong” for P.4 was organized by English panel, GS panel and Library Team in order to encourage students to respect the history and cultures of Hong Kong. According to the minutes of General Studies subject meetings, over 90% of students scored at least 7 marks in the interdisciplinary activity booklet. Students had the opportunity to create itineraries for visitors to showcase the culture and history of Hong Kong during the activity. The minutes from the Library Team indicated that all students completed the extended readings. Besides, 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.
- The Music and Putonghua panels worked together to familiarize our students with the National Anthem of China. The Putonghua panel focused on offering students pinyin and pronunciation support for the lyrics, while the Music panel explored the anthem’s background and fostered an appropriate singing attitude among the students when practising the National Anthem. According to the result of students’ school-based questionnaire, over 85% of students strongly agreed that through learning and singing the National Anthem, their understanding and respect to Chinese culture had been enhanced. Over 90% of students agreed that teaching the lyrics of National Anthem enhances their understanding of it and fosters respect for the virtues of China.
- Contents of respecting for Hong Kong and China were added in our school-based Moral Education and Integrated Learning curriculum under the Values Education Curriculum Framework. From the result of students’ questionnaire, over 85% of students strongly agreed that the newly amended school-based curriculum can enhance their sense of respect towards Hong Kong and China.
- In the four sub-scales related to “National Identity” in APASO (“Responsibility and Obligation”, “Pride and Protection”, “National Flag and Anthem”, and “Achievements”) of APASO this academic year, the students' responses and level of recognition for these sub-scales yielded a Q-value of 116, which have indicated that the data are higher than 85% of all schools in Hong Kong, exceeding the Hong Kong average norm.

2.2 Eagerness to Serve:

- Discipline and Counselling Team continued the “Everyone has a Duty Scheme” at both the class level and subject/team level. P.2-P.6 students were responsible for at least a duty at school. They were awarded 2 stars per month in Po Kok Super STAR scheme. From the

record of Po Kok Super STAR, 64.1% of students achieved “Reputed Volunteer” title. In addition, more chances of serving in the community were provided to students this year. As a result, 51.1% of P.1-6 students served at least 1 time in the community. From the record of reflection worksheet and individual interview, all of them agreed this program could enhance their commitment. Moreover, our school participated in the Community Youth Club (CYC). 1 student achieved Outstanding Members Award, 15 students achieved Merit Award (Level 2) and 21 students achieved Merit Award (Level 1). They achieved the Bronze Award in the Community Service Project.

Reflections

1. Love Po Kok: Courtesy and Appreciation

1.1 Courtesy:

- The intended outcomes were fully achieved. Teachers observed that students had followed the “Golden Rules” during the lesson observations. It proved that they have become accustomed to the regular classroom etiquette after the school was fully resumed to whole-day mode this year. Students prepared themselves for the lessons. They used appropriate words and tones to ask questions or make request. They followed instructions from teachers during activities.
- The “Interclass Courtesy Competition” has strengthened students’ polite communication and behaviour. It recognized the efforts of those who demonstrate good manners and encourages continued positive behaviour. The display of award winners and class scores on electronic kiosks heightened students’ awareness. Daily observations showed that students frequently checked the information on the kiosks during recess. The “Monthly Courtesy Star” Award proved effective in promoting polite communication and behaviour among students. This initiative offered a role model for others to emulate.

1.2 Appreciation:

- The intended outcomes were fully achieved. Students were encouraged to write notes of appreciation in different occasions, further fostering a sense of recognition, gratitude and support among the themselves. The students expressed joy upon receiving the cards from their peers. Students gradually learned to discover and write about the strengths of others, appreciate their actions, and develop a sense of gratitude. As a result, they began to express their appreciation to others for even the smallest things in their daily lives. All selected ambassadors felt happy and thankful as they were appreciated by other team members in “We appreciate” scheme. Some of them stated that “It is good for our manners”, it’s great since we all respect and appreciate everyone in this scheme”, “the scheme really helps people on being encouraged” and “it encourages students a lot”. During the P.1 Interdisciplinary Activity, students learned about the roles of various school members and how to express appreciation for them. They were recorded in a video expressing their gratitude to these individuals. Additionally, the 100th Day of School Celebration took place in January to give students a chance to acknowledge their growth and show appreciation to school staff. In addition to teachers and students, other school staff and

parents were invited to participate in the event. They prepared singing and dancing performances, presented gifts, and expressed their thanks to school staff for their efforts in fostering a happy and safe school environment.

2. Love Hong Kong: Respect and Eagerness to Serve

2.1 Respect:

- The intended outcomes were fully achieved. All students have shown their proper respect to Chinese National Anthem during the Flag-raising Ceremonies. They sang the National Anthem with proper attitudes. P.1-3 students have improved and were able to read the lyrics of the National Anthem under the teacher's guidance, while P.3-6 students had better performance, having mastered over 60% of the pronunciation of the lyrics. However, there were occasional instances of inaccurate tones. According to feedback from Moral Education teachers, students were able to grasp their responsibilities as Hong Kong citizens under the new school-based curriculum. They understood the importance of following rules, making the right decisions to minimize disturbance to others, and contributing more to their families, society, and the nation. Students were interested in learning about different tourist spots representing the history and culture of Hong Kong. They also visited Tai Kwun to learn about revitalisation of the heritage. Students worked in groups to play the role as travel agency staff to introduce different places in Hong Kong during the activity. According to teachers' observation, most students enjoyed participating in the activity and showed their respect to the history and culture of Hong Kong.

2.2 Eagerness to Serve:

- The intended outcomes were fully achieved. Most of the students have carried out their duties punctually and properly at school. They could act out their roles and serve other schoolmates. From the pandemic three years ago to the resumption of normalcy, the school has cooperated with different organizations and found more volunteer service opportunities for students. We actively provided chance to students to serve in the community this year (e.g. 4 times of flag-selling activity, P.5-6 Jockey Club Volunteer Together Programs, JPC, CYC, Boy Scout and Brownie voluntary services). Students have established connections with the society through different voluntary services. This has cultivated their community awareness and civic responsibility, and improved their personal qualities, making them more willing to serve the society and dedicate themselves. Some participants reflected that they became more confident, learnt how to communicate with people who they met for the first time and wanted to do their best as the role model for the other kids. By interacting with people with different needs, students have developed empathy, respect, and concern for different people. The environmental protection service has established students' sense of responsibility towards the society.

Feedback and follow-up actions:

1. Love Po Kok: Courtesy and Appreciation

- Golden Rules would be incorporated as routine work. All subject panels would need to discuss about the performance of students after lesson observations and report it in the subject meetings. Discipline

and Counselling Team would continue to cultivate the courtesy and the attitude of adhering rules among students. Related talks and activities would be arranged for students next year. The related contents would be taught in the school-based Moral Education and Integrated Learning curriculum.

- The feeling of being appreciated contributes to students' emotional health, reducing anxiety and stress while enhancing overall happiness. Therefore, "appreciation" would also be our focus in the next year. "We Appreciate" and "I Appreciate" schemes could be carried out monthly and students would be praised in the coming year. Students would regularly write appreciation cards in Moral Education lessons. P.1 Interdisciplinary Activity and the 100th Day of School Celebration would be continued to encourage students to show their appreciation to school members.

2. Love Hong Kong: Respect and Eagerness to Serve

- All students would practise singing of the National Anthem in every music lesson next year. They would practise the pronunciation of the lyrics in the Putonghua lesson regularly. The Integrated Learning would be extended to P.3 next year. The P.4 Interdisciplinary Activity offered students a valuable learning experience, allowing them to gain a deeper understanding of Hong Kong's history and culture while collaborating with their peers during group presentations. It is important to continue this activity and organize related excursions to enhance student learning. Additionally, the design of the activity and the learning materials should be updated to further cultivate students' self-learning skills by encouraging them to gather information about tourist attractions in Hong Kong.
- All teams and panel would continue "Everyone has a Duty Scheme" in order to enhance their sense of achievement, unleash the potential of students and prepare themselves to serve in the society. We would provide more chances for junior students to serve in the society next year. P.4-6 students would be registered as the CYC members and participate in the volunteer services. P.5-6 students would continue to join "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. The Micro Lesson Study Scheme was successfully implemented in the selected three levels this year. It can effectively enhance subject teaching strategies of new teachers, and gradually improve teaching efficiency. Teachers exchanged ideas in helping students to cope with their learning difficulties. In the first term, Chinese was placed in P.2 and P.3, English was placed in P.1 and P.3, Mathematics was placed in P.1 and General Studies was placed in P.5. Subject teachers at each 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.5 students were able to distinguish between conductors and insulators. Besides, over 70% of P.2 and P.3 students could show the good structure of sentences in Chinese writing.

- During second term, Chinese was placed in P.5, English was placed in P.5, Mathematics was placed in P.4 and P.6 and General Studies was placed in P.2 and P.3. Through co-planning, lesson observation and continuous improvement in teaching materials, teachers reviewed the teaching difficulties and came up with teaching strategies together in the collaboration meetings. In Mathematics, P.6 students have learned about finding the finishing time of an event. According to students' second term assessment results, over 70% P.6 students were able to find the finishing time. In English, subject teachers have designed teaching strategies together in the teaching of some vocabulary on common injuries. 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, teachers' questionnaire and teacher interviews, 100% new teachers agreed that after the MLS Scheme, their learning and teaching effectiveness has been enhanced, 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**eflection, 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 Training 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 Highlight 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.
 - This target was fully achieved. The Micro Lesson Study Scheme was successfully implemented in the selected three levels this year. It can effectively enhance subject teaching strategies of new teachers, and gradually improve teaching efficiency. Teachers exchanged ideas in helping students to cope with their learning difficulties.
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.
 - This target was fully achieved. GROWTH as the core of the Geese Program 4.0 shows teachers a clear direction for professional development. It allows them to reflect on an ongoing basis and enhance teaching effectiveness.

Feedback and follow-up actions:

1. The Micro Lesson Study Scheme should be carried out in major subject panels as their routine work, to foster cooperation among teachers in exploring teaching and learning strategies.
2. The Geese Program 4.0 will also be incorporated as routine work to continue developing individual professional development. Other professional training activities will be continued to assist teachers to enhance their abilities to promote positive education.

G. Student Performance

Attitudes and affection

- The results of the “Assessment Program for Affective and Social Outcomes (3rd Version) (APASO-III)” for the 2023-2024 academic year show through data analysis that, apart from the subscale measuring students' "Information Technology (not used for leisure)" and "(no addiction)," the Q-values of other subscales for our school are higher than 100 in the norms, indicating that our students perform better than the average performance of students across Hong Kong in related areas. In the emotional (no negative emotions, no anxiety and depression symptoms), satisfaction (school), moral awareness (importance), school atmosphere (not feeling lonely, sense of belonging), reading (non-assigned reading), national identity (responsibility, obligation, pride, care, national flag, national anthem, achievements), teaching (teacher support), international perspective (respect for diversity), and respect for individuals from different cultural backgrounds subscales, the Q-values all reached the highest of 116, indicating that our students perform better than the average performance of 85% of schools in Hong Kong in these areas. This reflects the effectiveness of the activities in the counseling and other subject groups' programs, which foster students' politeness, respect for others, and appreciation. Additionally, the school has continued to focus on promoting students' mental health this year, leading to a sustained improvement in their negative emotions.
- The high scores in “satisfaction (school)”, “teaching (teacher support)”, “school atmosphere (sense of belonging)”, and “school atmosphere (not feeling lonely)” demonstrate that students enjoy campus life and have established good relationships with teachers. Students recognize that teachers provide them with adequate support and assistance, and they also know that classmates and friends are there to support them, which helps them appreciate their own strengths and gain recognition from others.
- However, data also indicate that students have issues with information technology and internet addiction, relying excessively on electronic devices for leisure, which leads to negative emotional changes when these devices are unavailable. With the rapid changes in society, students face greater competitive pressure; therefore, the school should help students establish good living habits and physical fitness, continuing to strengthen their mental health. This will not only assist them in facing challenges but also help reduce their dependence on electronic products and alleviate negative emotions. There is room for improvement in students' engagement with international affairs and leisure reading, and the school needs to enhance their international perspective and allocate more time for leisure reading.

Participation and achievements

- Throughout the year, our students have participated in some Inter-school competitions in the community, such as the Speech Festival. 36 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 one group 1st Runner Up, two Solo 1st Runner Up, two Solo 2nd Runner-up, 28 Certificates of Merit and 3 Certificates of Proficiency.
- In recognition of our students' academic results, 4 students have received the Harmony Scholarship

(2023-2024), 4 students have got Wan Chai District Best Student Award (2023-2024), 1 student have got Distinction Award and 6 students have got the Merit Award in Global International Competitions and Assessments for Schools (ICAS) 2023-2024. 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 2023-2024, 2nd Runner Up in Boys Grade A 200m in Hong Kong Island East Area Athletics Competition 2023-2024, Highly Commended Award in Senior Solo of Oriental Dance, Highly Commended Award in Trio of Oriental Dance and Highly Commended Award in Senior Group of Oriental Dance in 60th School Dance Festival.

H. Evaluation of Comprehensive Student Guidance Service Year Plan

Period : 09/2023 – 08/2024
 Name of School : Po Kok Primary School
 Student Population : 405
 Name of Agency : Hong Kong Playground Association
 Name of Worker : 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	13
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)	14
d. No. of cases closed during the period	9
e. No. of cases carried forward to next school year (a + b + c - d)	5

2. Distribution of Cases by Class

Class	Number	Class	Number	Class	Number
P.1	0	P.2	0	P.3	2
P.4	1	P.5	2	P.6	9
Total no. of cases: 14					

3. Sources of referrals

Sources of referrals	Number
School Principal/Vice-Principal	0
Teachers of Discipline and Counselling Team / Teachers	7
Parents / guardian of students	1
Student Guidance Personnel (SGP)	6
Total:	14

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...)	2
Family / Environmental Problems (e.g. inadequate /inappropriate parental guidance and supervision, problems in family relationship...)	2
Emotional / Psychological Problems (e.g. mood complaints, self-destructive behavior, anxiety problems...)	3
Health / Physical Problems (e.g. poo health or frequent illness, physical impairment ...)	0
Social / Developmental Problems (e.g. inadequate social skills in relating with others, sex related issues...)	6
Total:	14

5. Case activities (Till 30/06/2024)

Nature	Number
1. Case Interview	175
2. Visit	1
3. Escort	8
4. Phone Contact with Client	1
5. Letter/Referral/Report	2
6. Group/Program Session(s) for Clients	253
7. Intra-school Contact	281
8. Other Collateral Contact	30
9. Case Conference	75
10. Others (Specify): Causal Contact	239
11. Family Contact	199
Total:	1264

6. Consultation services (Till 30/06/2024)

No. of consultation cases: 26 cases

7. Consultation statistics

Source of Consultation	Number
Students	462
Discipline Teacher	32
Other School Staff (e.g. teachers...)	16
Family Members	46
Others (educational psychologist, NGOs...)	132
Total:	688

II. Personal Growth Education (PGE)

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Moral Education/ Integrated Learning	<ul style="list-style-type: none"> A new tailor-made, school-based curriculum, which combined personal growth education and moral education, caters the needs of NCS students. The new curriculum nurtures ten priority values and attitudes in students, which are “perseverance”, “respect for others”, “responsibility”, “national identity”, “commitment”, “integrity”, “care for others”, “law-abidingness”, “empathy” and “diligence” (newly added in November 2021) 	09/2023 - 07/2024	/	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 participated in lessons actively. From the feedback of students, most of students could understand the aims and contents of the lessons. Students agreed that the lessons cultivated their positive attitude and values towards life. For the evaluation statistic, please refer to the school-based students’ questionnaire.

III. School-based counselling activities

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
2. Po Ko Super STAR Scheme	<ul style="list-style-type: none"> The award scheme aimed at encouraging students to have excellent performance in academics, discipline, caring and responsibility, enhancing students’ self-appreciation and self-concept and helping students build healthy life habits in different aspects. Discipline and counselling team invited different subject groups to join the Po Kok Super Star award scheme. Teachers gave stars to students according to five titles, “Smart Pokokese”, “Active Reader”, “Inquisitive Learner”, “Polite Communicator” and “Reputed volunteer”. When students achieve all the titles, they can become Po Kok Super STAR. 	09/2023 - 07/2024	/	All students	<ul style="list-style-type: none"> From the result of Po Kok Super STAR Award Scheme, 39% of students achieved four titles in Po Kok Super STAR Award and became the Po Kok Super STAR this year. The intended outcome was fully achieved. Most of students agreed that the scheme helped them build good practices in courtesy and strengthened their initiative in care and appreciation. For the evaluation statistic, please refer to the evaluation report of Discipline and Counselling Team.
3. Inter-class Competition 3.1 Discipline Competition 3.2 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 program guidelines. 	09/2023 - 06/2024	/	All students	<ul style="list-style-type: none"> The winners of Discipline competition were P.3A, P.5A and P.4A. The winners of Courtesy competition were 3A and 4A. From the observation of teachers and feedback of students, the

					problems encountered. According to the results of evaluation, 100% of students were satisfied. 100% of the prefect agreed that they learned how to cooperate with others and they understood the importance of team work and self-discipline.
6. P.1Ice-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 to school. 	09/2023	4	P.1A P.1B	<ul style="list-style-type: none"> Students enjoyed the games and given tasks very much. Most of the students could follow the instructions with clear guidance. Through showing the teacher photos and school graphic, they knew more about school. They enjoyed the given tasks and Q & A very much. According to feedback of teachers and observations of social worker, most of the students could recognize textbooks and subject teachers and make use of the self-care skills after the activity.
7. Big Brothers Big Sisters Scheme	<ul style="list-style-type: none"> A systematic training was given to selected senior students by the social worker. Students had a record book to record the training sessions and service hours. They helped the junior students during recess and lunch. 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 pair reading activities every day at the student support room. 	09/2023 - 06/2024	Every morning class teacher period, lunch time & recess	Senior students: P.4-P.6 Junior students: P.1-P.3	<ul style="list-style-type: none"> There were 5 training sessions provided by the school social worker to all BBBS and 1 day camp provided by school. Team A student could take care of P.1 students during lunch and help them with cleaning up. Team B had limited duties, each time about 5 pairs of students did the paired reading at the library. Students participated in BBBS training actively. They learned different skills to become a helper and leader. Most of the senior students successfully 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 the social worker on junior students, the paired reading established their habit of reading and enhanced their communication skills.
8. Community Participation 8.1 Volunteer Movement 8.2 "Heart to Heart Scheme" 8.3 Smart	<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. 	09/2023 - 06/2024	/	All students	<ul style="list-style-type: none"> The school has participated in "Youth Volunteer Network" and "Heart to Heart Scheme" this year. Other than school volunteer services, kindergarten visits and several flag raising activities have been conducted throughout

Volunteer 8.4 Kindergarten Visit					<p>this year. The feedback from parents and students were positive.</p> <ul style="list-style-type: none"> • 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.
9. Educational student seminar Life planning education workshop	<ul style="list-style-type: none"> • The seminars would align with the curriculum of Moral Education and the major concerns of the year. Seminars aimed at helping students learn more about their needs, interests and abilities. 	09/2023 - 06/2024	/	All students	<ul style="list-style-type: none"> • Seminars with different topics, such as stress management, emotional regulation and career planning were conducted. • Students were interactive and active during the seminars. • From the feedback of students, those seminars helped them to be aware of their emotions, improve their skills of stress management and broaden their understanding of different occupations.

IV. Programs for specific targets

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Supporting program for SEN students "Learning Skills Group"	<ul style="list-style-type: none"> • It aimed at improving students' learning skills. • It provided a chance for student to improve their problem-solving skills • The selected students from P.1 to P.5 are divided into small groups with 2 to 5 students per group. There are a total of 10 sessions for each group. 	03/2024 - 05/2024	10	P.1 to P.5 selected students	<ul style="list-style-type: none"> • The supporting program was provided by the school social worker and cooperated with Excellent education. • Throughout all the sessions, student experienced using the learnt studying skills. • Students could use the learning skills and implement those skills in their learning. For example, they could use the memorization skills to understand Chinese characters. From the feedback and interview with students, they could describe what they learned through the groups and they could apply their learning to their studies.
2. Social skills training (under AIMs project)	<ul style="list-style-type: none"> • The groups aimed at enhancing the social skills of students with special education needs. • The groups were conducted every Monday afternoon. 	09/2023 - 02/2024	13	P.5 - P.6 (5 students)	<ul style="list-style-type: none"> • The group training was completed in cooperation with a social worker from Caritas and EP from AIMs project. • Students learned to follow the rules and instruction through playing board games. Students' communication skills were enhanced after the training. They enjoyed participating in group activities.

					<ul style="list-style-type: none"> Students learned proper social skills through playing team-building games. Students learned respect and appreciation during the sessions. From the evaluation forms, 100% of students agreed that they achieved the objectives of the group. For the evaluation statistic, please refer to the result of questionnaires of the group.
3. "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 participants were nominated by teachers and social worker. 	10/2023 - 11/2023	6	P.3 (12 students)	<ul style="list-style-type: none"> The activity was completed in cooperation 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 of parents, they reported that they could find the improvement of their children after joining the group.
4. 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. Students could learn from experiencing different kinds of activities, games and crafts related to eight kinds of intelligence. 	09/2023 - 05/2024	13	P.4 - P.6 (10 students)	<ul style="list-style-type: none"> The groups were facilitated by the school social worker. Students participated actively; they enjoyed the group activities. Students demonstrated their creativity, and made progress in communication and interpersonal skills. From the evaluation forms, all participants agreed that the objectives of the groups have been achieved.
5. Emotional regulation group	<ul style="list-style-type: none"> It aimed at exploring and boosting students' potential capacity and enriching students' understanding towards emotions. 	10/2023 - 12/2023	7	P.3 (12 students)	<ul style="list-style-type: none"> The groups were facilitated by the school social worker. Throughout 7 sessions, students learned about emotions, the skills of handling emotions, problem-solving skills and goal-setting skills. Students were attentive during the sessions and actively participated in the games. From the questionnaire, most of the students agreed that the group improved their understanding of emotions and problem-solving skills.
6. Project of	<ul style="list-style-type: none"> To assist SEN student in 	09/2023 -	/	Selected	<ul style="list-style-type: none"> The social worker assisted with

supporting SEN students	different trainings. • To enhance SEN students' communication skills and self-management skills by various kinds of training activities.	06/2024		P.1- P.6 students	other organizations to provide training sessions for SEN students. • From the training, SEN students could improve their communication skills by playing board games, doing arts and craft and painting. • From the feedback of teachers, the training activities could enhance students' communication skills and social interaction skills. • From the feedback of parents, the trainings were effective in improving their children's self-management skills.
7. Pre S1 Workshop (升中適應工作坊)	• The workshop aimed at helping P.6 students prepare for secondary school interviews. • It also aimed at assisting students understanding more about secondary school system, study styles, interpersonal relationship etc., to help them adapt to secondary school life	07/2024	4	P.6 students	• The workshop was provided by the school social worker. • Students showed their interests in understanding secondary school. The facilitations, subjects and skills for preparing to go to secondary school were introduced. • The skills of adapting to a new environment and the people whom the students could seek help were discussed. 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.
8. Donation of school bags and stationaries by St. James Settlement	• The community resource aims at improving the learning conditions of underprivileged children aged 3-15 and creating a brighter future for them.	07/2024	/	P.1 - P.6	• The school social worker has utilized different community resources for students in need. • Both students and parents expressed that it helped students a lot. They were very grateful to receive the subvention.

V. Student support activity

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. P.6 Graduation Camp	• The activity aimed at enhancing students' teamwork spirit and problem-solving skills. It also helped them to understand more about secondary school.	17/4/2024 - 19/4/2024	7	P.6	• The social worker supported students during graduation camp. • Social worker could tackle the issues that students encountered at the camp when the instructors were not present. • Student enjoyed the graduation camp and it was a quality time for them to share with each other. Through various of activities,

					students' communication skills and problem-solving skills were improved.
2. CYC activities	<ul style="list-style-type: none"> The aim of the CYC is to provide youth with education outside the school curriculum to enhance their sense of civic responsibility and facilitate their active participation in community affairs. 	09/2023 - 06/2024	/	P.4 - P.6	<ul style="list-style-type: none"> The social worker assisted with in-charge teacher with CYC activities. Students participated in community service projects or voluntary services actively. This year, our CYC team won the bronze award of CYC community service in the Wan Chai district.
3. Supporting SEN students in lessons	<ul style="list-style-type: none"> It aimed at supporting SEN students during their lessons to assist with their learning and emotional control. 	09/2023 - 07/2024	/	SEN Students	<ul style="list-style-type: none"> The social worker supports SEN students in the classroom for the whole day or for a few lessons depending on the needs of the students. A part-time social worker supports SEN students during lesson time for the whole day in order to assist them to control their emotions and impulsive behaviors. SEN students could stay calm during the lessons and learn effectively with the support of social workers.

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 in understanding more about the content of positive parenting to respond to the themes of the school year. For example, parents are encouraged to enhance home-school cooperation to create a happy school and life for their children. It also helped parents learn how to help children manage their stress and express their emotions appropriately. 	11/2023	1	Parents	<ul style="list-style-type: none"> The seminar was conducted by the school social worker. Feedback from parents and teachers was positive. Teachers found the committed relationship between parents and children has become stronger and deeper. Parents also claimed that they did better in training children toward self-control and forming good habits at home.
2. Parents' Day Information Provision	<ul style="list-style-type: none"> The program aimed at providing different types of 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. 	26/01/2024 and 12/07/2024	/	Parents	<ul style="list-style-type: none"> The school social worker assisted during the Parents' day to meet with the parents. The social worker provided information for community resources for parents 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 	06/2024	4	7 families (14 students and parents)	<ul style="list-style-type: none"> The group collaborated with the Social Welfare Department (SWD). All materials and

	make the handicraft together and develop their creativity.				expenses were provided by SWD. Parents and children enjoyed making handicrafts very much. • Feedback from parents and children was positive. They all agreed that the group activities can enhance their parent-child communication, and they were satisfied with the group activities and arrangement.
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VII. Administration Work and others

Services / Programmes	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Handle case conference and meeting with NGOs	09/2023 - 07/2024	/	Parents and staff from NGOs	• The social worker mainly assisted in the case conference and meeting with the trainers.
2. School meeting	09/2023 - 07/2024	/	Parents and students	• Attended different school meetings such as the IEP meeting, meetings with EP, and the school guidance team meeting, etc.
3. Assessment and Examination Invigilation for SEN students	09/2023 - 07/2024	/	SEN students	• The social worker supervised the invigilation for SEN students.
4. Contact with SWD & NGOs	09/2023 - 07/2024	/	Staff of SWD & NGOs	• Maintained close contact and relationship with SWD & NGOs to network suitable and valuable resources for the school.
5. School functions	09/2023 - 07/2024	/	Parents and students	• Assisted with the school opening ceremony, graduation ceremony, Buddhist's Birthday celebration etc.
6. Board	09/2023 - 07/2024	/	Students	• Updated 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 14 cases (including 13 cases brought forward from last year) handled this school year. The main issues included lack of social skills (43%), emotional problems (22%), behavioral problems (14%), family problems (14%) and learning problems (7%). Most of the cases were P.6 students with special education needs. Because of the pressure of schoolwork, the social worker needed to spend plenty of time handling their emotional and behavioral problems. The social worker often needed to accompany them during lesson time. Cases of emotional problems such as excessive anxiety, emotional outbursts are also concerning. Cases of lack of social skills and behavioral problems mainly involved students with special educational needs. The school social worker provided regular support to these students to follow up on their progress. Thus, individual counseling, group activities, communication with parents and teachers and community support were the extensive intervention strategies for them.

2. Groups and programs

In order to tie in with the school's major concerns and the developmental needs of all students, the social worker arranged multi-group activities for all students to enhance students' problem-solving skills, communication skills and positive life attitudes etc. As the epidemic normalized, all group activities or programs resumed this school year. Students could reflect themselves, interact and build relationships with others during the groups and programs. Simultaneously, students could develop their interests and potential through activities.

3. Consultation Services

The main problems identified during consultations include inadequate self-care ability, lack of social skills, lack of learning motivation, behavioral problems, emotional problems and family problems. Among the various problems, behavioral problems and peer conflicts were the main concerns. Hereby, the cooperation among Discipline and Counselling Team and Student Support Team was very important. Throughout the year, team members cooperated with each other very well.

4. Community service collaboration

The social worker was able to maintain a close working relationship with different organizations in the community. All cooperation has resumed this school year. They helped a lot in providing manpower and program support to the school. They also provided valuable resources for students and parents to join various activities. The social worker will continue to cooperate with them in order to integrate satisfactory community resources for students and their parents.

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

1. The social worker mainly cooperated with Discipline and Counselling Team and Student Support Team. Although it was the first year of working in the school, the 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.
2. In summary, I am very thankful for the strong support and trust from the school principal regarding my work. Moreover, I am very grateful for the reliable support from the team leaders of the Discipline and Counseling Team, Students Support Team and all the teachers. As a result, all my groups and programs could be implemented smoothly, allowing students to make continuous progresses in their development.

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

1. The theme of the Comprehensive Counseling Service of "Foster PoKokese Virtues: Love Po Kok, Love Hong Kong" is to promote positive life values among the students.
2. According to the ESR, report the message of doing voluntary service was not widespread throughout the whole school. P.1 and P.2 students were seldom involved in the voluntary service. We recommend extending the voluntary service to P.1-P.6 next year and providing opportunities for self-reflection. It was recommended to film some Campus TV programmes to spread the message of doing voluntary service. Students would be guided to engage in more in-depth reflection related to their observations and service

experiences to help them develop positive attitudes.

3. As the epidemic has normalized, all classes, activities and programmes have resumed this year. It is important to address the adaptation and emotional issues of students and provide support to them in a timely manner.
4. Enhance family support or provide parent education through home-school cooperation.
5. A good partnership with different community organizations could guarantee valuable resources for the school. Close cooperation with other NGOs would be maintained which will be benefit programs such as interest groups, training activity, parent-child programs, helping students with their talents, learning and life experiences.

Prepared by : YOU YONG, Yoyo

School Social Worker

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I. Evaluation for Government Funding

1. Evaluation for ‘Capacity Enhancement Grant’

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
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.	09/2023 – 08/2024	A sum of \$350,367.00 was used to cover the salary and MPF of 1 full-time janitor and 1 part-time janitor from 01/09/2023 to 31/08/2024.	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% of teachers agreed that the janitors had assisted in the daily routines and helped 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.	09/2023 – 08/2024	A sum of \$634,001.92 was used to purchase consumables, IT equipment and online services from 01/09/2023 to 31/08/2024.	IT team has purchased consumables, IT equipment and online platform to enhance school IT facility and online learning.	It was suggested to continue purchasing consumables, IT equipment and online platforms.

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.	09/2023 – 08/2024	A sum of \$287,580.00 has been used to purchase on-site TSS service provided by Speedy Group Limited from 01/09/2023 to 31/8/2024.	On-site TSS had supported the teachers with the use of IT.	It was suggested to continue purchasing on-site TSS service from companies as there are difficulties in 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 1.8 teachers and 1.7 full-time teaching assistants	09/2023 - 08/2024	A sum of \$1,135,080 was used to cover the salary and MPF of 1.8 teachers and 1.7 full-time teaching assistants from 09/2023 to 08/2024.	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.	09/2023 – 08/2024	A sum of \$387,296.62 was used to purchase different training services and learning aids. (Dyslexia training \$68,400, Behavior training \$72,000, Memory, thinking, problem-solving skills and concentration \$92,200.00, Speech therapy \$89,400, Stationery \$11,703.21, Paired-reading materials \$295.80, Learning materials \$9,394.23, Prize \$3,141.38, On-line teaching materials \$38,332, UNSW \$2,430)	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						
Disney STEAM Missions: Land, Sea and Air	0	16	0	16	29/01/2024	\$7105	Observation	HK Disneyland	Students' interest in STEAM aspects was fostered. They have cultivated valuable life skills.
Disney Synergy In Science	0	15	3	18	12/01/2024	\$7125	Observation	HK Disneyland	Students learnt about how Disney Imagineers make use of synergy by fusing creativity and science to come up with various attractions, in order for them to acquire a sense of the close relationship between human and technology.
Disney STEM Exploration	0	13	5	18	14/12/2023	\$5225	Observation	HK Disneyland	Students acquired an understanding of various knowledge and theories, while fostering an explorative mindset and sowing the seed for arts and scientific interest.
Big Bus Tour	0	25	5	30	19/6/2024	\$4500	Observation	The Big Bus Company (HK) Limited	Students explored the development of Hong Kong and they understood more about the past of Hong Kong.
Cooking Class	0	30	10	40	1 st and 2 nd term	\$9853.6	Observation	/	Students understood how to use herbs and spices to enhance flavor and explored ways to prepare meals that were both delicious and nutritious. They respect the culture of different countries as well.
Positive Emotion Training Group	0	8	2	10	3/2024 - 5/2024	\$3000	Observation	Excellent Education Company Limited	Students developed skills to recognize and understand their own emotions. They learnt to identify triggers for both positive and negative emotions.
Life Simulation Board Game	0	10	1	11	4/7/2024	\$8610	Observation	LPAHK	Through gaming experiences, students gained an initial understanding of the thinking and behavior patterns, and to become aware of the obstacles they have faced during decision-making and actions.
Total no. of activities: 7									
[@] No. of man-times	0	117	26		Total Expenses	\$45418.6			
^{**} Total no. of man-times	143								

Note:

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

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

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

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

Project Effectiveness:

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

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	✓					
Personal and Social Development						
	✓					
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

(You may tick more than one box.)

- ☐ unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify the reason(s) :_____);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload; complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☐ 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. 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 classes 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-school cooperation.

Teachers:

- EDB Educational Psychology Department is invited to conduct staff development programme about 'Introduction of Autism Spectrum Disorder (ASD)' to provide support for all teachers.

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 full-time teaching assistant and 1 part-time teaching assistant to assist in organizing activities and supporting the learning of NCS students.	09/2023 - 08/2024	A sum of \$993,102.00 was used to cover the salary and MPF of 1.6 teachers, 1 full-time teaching assistant and 1 part-time teaching assistant from 01/09/2023-31/08/2024.	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 to their needs of learning.	To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater to NCS students.	09/2023 - 08/2024	A sum of \$47,560.02 was used to develop a tailor-made NCS Chinese curriculum, Chinese interdisciplinary curriculum, and buy Chinese teaching materials to support NCS students from 01/09/2023-31/08/2024.	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 various IT equipment and E-learning platforms to enhance the interaction in class so as to enhance students' Chinese learning motivation.	09/2023 - 08/2024	A sum of \$90,300.00 was used to develop a Chinese E-learning Platform and buy IT equipment from 01/09/2023-31/08/2024.	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.	09/2023 - 08/2024	A sum of \$155,120.12 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 programmes 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 skills and capability to use language.	To purchase printed books and e-books. To pay the application fees for activities and competitions related to the promotion of reading. To subsidize students for their participation in and application for reading-related activities or courses.	09/2023 - 08/2024	A sum of \$20,670.06 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 to refine 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. Evaluation 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 assistants to provide extra support for SEN students.	To employ 1.5 teaching assistants.	09/2023-08/2024	A sum of \$333,900 was used to cover the salary and MPF of 1.5 full-time teaching assistants from 09/2023 to 08/2024.	According to the appraisal system, the performances of the teaching assistant were satisfactory.	The hiring of teaching assistants was necessary to provide in-class support for SEN students.
To promote cultural diversity at school	To hold different cultural exchange activities at school and help students integrate into society.	09/2023-08/2024	A sum of \$10,391.80 was used to purchase different materials to hold the cultural exchange activities and performances.	According to 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-confidence.

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
2023-2024 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$17,850.00
B	Expenditure in the Current School Year:	\$17,850.00
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	39	\$17,850.00
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
Total:	39	\$17,850.00

(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 KLA's / 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	Rugby Competition	Physical Education	6	\$2090.00			✓		
2	Music Concert	Arts (Music)	6	\$4460.00		✓	✓		
3	Indian Dance Competition	Physical Education	5	\$3605.00			✓		
4	Visit Woodside Biodiversity Education Centre	General Studies	10	\$3500.00	✓	✓			
5	Choir Competition	Arts (Music)	12	\$4195.00			✓		
Expenses for Category 1			39	\$17,850.00					
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			39	\$17,850.00					
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):								YIP KING WAI (PSM)	

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

Report on the Use of the Life-wide Learning Grant
2023-2024 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 "Y" in the suitable box(es); more than one ELE 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	Panel-based Activities (GS) Fire and Ambulance Services Education Centre cum Museum Visit	Jun-2024	P.5	72	\$4,460.00	\$61.94	E2	General Studies	Observation		Y			Y
2	Panel-based Activities (GS) City Gallery Visit	Jun-2024	P.4	77	\$5,250.00	\$68.18	E2	General Studies	Observation		Y			
3	Panel-based Activities (Music) Concert	Jan-2024	P.4	77	\$4,460.00	\$57.92	E2	Arts (Music)	Observation	Y		Y		
4	Panel-based Activities (GS) The Central Kowloon Route-Community Liaison Centre Visit	Jun-2024	P.3	72	\$6,090.00	\$84.58	E2	General Studies	Observation		Y			
5	Panel-based Activities (GS) Electrical and Mechanical Services Department Visit	Jun-2024	P.2	53	\$2,230.00	\$42.08	E2	General Studies	Observation		Y			
6	School Picnic	Nov-2023	P.1-6	402	\$92,920.96	\$231.15	E1, E2, E7, E8	Physical Education	Observation			Y		
7	One Person, One Flower Scheme	Nov-2023	P.1-6	402	\$4,803.00	\$11.95	E7	General Studies	Observation		Y			

8	Panel-based Activities (GS) T-Park Visit	Nov-2023	P.2	53	\$2,450.00	\$46.23	E2	General Studies	Observation		Y			
9	Panel-based Activities (GS) Stanley Sewage Treatment Works Visit	Jan-2024	P.5	72	\$5,550.00	\$77.08	E2	General Studies	Observation		Y			
10	Panel-based Activities (ME) 100 School Days	Jan-2024	P.1	50	\$2,622.74	\$52.45	E7	Moral, Civic and National Education	Observation		Y			
11	Panel-based Activities (GS) Tai Kwun Heritage Education Visit	Jan-2024	P.4	77	\$5,250.00	\$68.18	E2	General Studies	Observation		Y			
12	Panel-based Activities (English) Halloween	Nov-2023	P.1-6	402	\$2,527.13	\$6.29	E7	English Language	Observation	Y	Y			
13	Panel-based Activities (Math) Math Competition	Apr-2024	P.2-6	5	\$1,100.00	\$220.00	E1	Mathematics	Observation+ result	Y				
14	Panel-based Activities (GS) Activities	Jun-2024	P.1-6	402	\$10,857.04	\$27.01	E7	General Studies	Observation	Y				
15	Panel-based Activities (ME) National Education Activity	Jan-Jun-2024	P.1-6	402	\$102,377.00	\$254.67	E1, E7	Moral, Civic and National Education	Observation		Y			
16	Sports Day	Mar-2024	P.1-6	402	\$10,882.50	\$27.07	E1, E7	Physical Education	Observation			Y		
17	PE Games Day	Jun-2024	P.1-6	402	\$12,065.63	\$30.01	E7	Physical Education	Observation			Y		
18	Panel-based Activities (CS) Typing Competition	Jun-2024	P.1-6	402	\$766.00	\$1.91	E7	Media and Information Literacy	Observation	Y				
19	Post Exam Activities Integrated Arts Day	Jul-2024	P.1-6	402	\$2,502.00	\$6.22	E7	Arts (Visual Arts)	Observation	Y		Y		
20	Post Exam Activities STEAM for All Fun Day	Jul-2024	P.1-6	402	\$22,133.00	\$55.06	E7	Cross-Disciplinary (STEAM)	Observation	Y				
21	Post Exam Activities P.4 STEAM Coding Class	Jul-2024	P.4	77	\$45,000.00	\$584.42	E6	Cross-Disciplinary (STEAM)	Observation	Y				
22	Post Exam Activities LEGO Education SPIKE	Jul-2024	P.3	72	\$18,880.00	\$262.22	E6	Cross-Disciplinary (STEAM)	Observation	Y				
23	Post Exam Activities STEAM Competition	Jul-2024	P.5	10	\$2,176.00	\$217.60	E1	Cross-Disciplinary (STEAM)	Observation+ result	Y				
24	Indian Dance Team	Sep-2023-Jul-2024	P.3-6	28	\$21,278.75	\$759.96	E2, E7	Gifted Education	Observation+ result			Y		

25	English Opera Team	Sep-2023-Jul-2024	P.4-5	12	\$40,627.44	\$3,385.62	E2, E5, E6	Gifted Education	Observation		Y	Y		
26	P.6 Graduation Camp	Apr-2024	P.6	78	\$73,265.20	\$939.30	E1, E2, E5	Leadership Training	Observation		Y	Y	Y	
27	Uniform Group Activities	Sep-2023-Jul-2024	P.3-6	22	\$34,186.70	\$1,553.94	E1, E2, E7	Leadership Training	Observation		Y	Y		
28	Big Brother and Big Sister Activities	Sep-2023-Jul-2024	P.1-6	402	\$14,630.00	\$36.39	E7	Moral, Civic and National Education	Observation		Y			
29	CYC Day Camp	Apr-2024	P.5-6	30	\$2,780.00	\$92.67	E7	Leadership Training	Observation		Y	Y	Y	
30	Competition and Performance (Speech Festival)	Oct-Nov-2023	P.1-6	71	\$6,854.00	\$96.54	E1, E2	Chinese Language	Observation+result	Y				
31	Competition and Performance (Music Festival)	Mar-2024	P.3-5	16	\$2,198.20	\$137.39	E1	Arts (Music)	Observation+result			Y		
32	Competition and Performance (School Dance Festival)	Mar-2024	P.3-6	28	\$1,995.00	\$71.25	E1, E2, E7	Arts (Others)	Observation+result			Y		
33	Competition and Performance (Football Competition)	Nov-2023	P.3-6	18	\$10,253.98	\$569.67	E1, E2, E7	Physical Education	Observation+result			Y		
34	Competition and Performance (Sports Competition)	Sep-2023-Jul-2024	P.1-6	402	\$18,337.00	\$45.61	E1, E2, E7	Physical Education	Observation+result			Y		
35	Competition and Performance (Chinese Drums Performance)	Sep-2023-Jul-2024	P.4-6	17	\$5,355.00	\$315.00	E7	Arts (Music)	Observation			Y		
36	Employ Professional Coaches for ECA (Kung Fu)	Sep-2023-Jul-2024	P.3-6	30	\$8,250.00	\$275.00	E5	Physical Education	Observation			Y		
37	Employ Professional Coaches for ECA (Taekwondo)	Sep-2023-Jul-2024	P.3-6	18	\$8,000.00	\$444.44	E5	Physical Education	Observation			Y		
38	Employ Professional Coaches for ECA (Hockey)	Sep-2023-Jul-2024	P.3-6	26	\$8,000.00	\$307.69	E5	Physical Education	Observation			Y		
39	Employ Professional Coaches for ECA (Chinese Drum)	Sep-2023-Jul-2024	P.4-6	17	\$6,240.00	\$367.06	E5	Arts (Music)	Observation			Y		
40	Employ Professional Coaches for ECA (Choir)	Sep-2023-Jul-2024	P.3-6	27	\$10,000.00	\$370.37	E5	Arts (Music)	Observation			Y		
41	Employ Professional Coaches for ECA (Musical)	Sep-2023-Jul-2024	P.4-6	15	\$42,787.16	\$2,852.48	E5, E7	Arts (Music)	Observation			Y		

42	Panel-based Activities (GS) H2O Public Education Centre Visit	Jan-2024	P.1	50	\$2,530.00	\$50.60	E2	General Studies	Observation		Y			
43	Panel-based Activities (GS) Smart Power Gallery Visit	Jan-2024	P.3	72	\$5,250.00	\$72.92	E2	General Studies	Observation		Y			
44	Jellyfish Program	Sep-2023-Jul-2024	P.4-6	16	\$17,500.00	\$1,093.75	E7	Gifted Education	Observation		Y			
Sub-total of Item 1.1				6,182	\$707,671.43									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons													
1	Shenzhen Education Tour visa fee	Apr-2024	P.5	27	\$10,064.10	\$579.19	E3	Moral, Civic and National Education	Observation		Y			
Sub-total of Item 1.2				27	\$10,064.10									
Expenses for Category 1				6,209	\$717,735.53									

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

No.	Item	Purpose	Actual Expenses (\$)
1	3D Printing materials	ECA lessons	\$3,144.00
2	Soft Clay Modeling materials	ECA lessons	\$1,433.00
3	Hot Wheels materials	ECA lessons	\$337.70
4	Minecraft materials	ECA lessons	\$625.92
5	Board Game materials	ECA lessons	\$1,272.00
6	Gardening materials	ECA lessons	\$309.10
7	Flower Design materials	ECA lessons	\$394.30
8	Bean Craft materials	ECA lessons	\$188.46
Expenses for Category 2			\$7,704.48
Expenses for Categories 1 & 2			\$725,440.01

Category 3: Number of Student Beneficiaries

Code for Expenses

Total number of students in the school:	402	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:	402	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:	YIP KING WAI	E5	Fees for hiring expert/professionals/coaches		
Post of Contact Person for LWL:	PSM				

11. Evaluation for ‘Sister School Exchanges’

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.	<ul style="list-style-type: none"> Mainland 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 promote peer learning among students through the cultural exchange activities. To provide students an authentic language environment in the learning of Putonghua. 	<ul style="list-style-type: none"> 31 students and 6 teachers visited Regents Primary School of Shenzhen during 11th April - 12th April 2024 for the cultural exchange programme. Students from both schools worked in pairs to take part in LEGO building and coding activities. Besides, students from Regents Primary School of Shenzhen performed folk dances and music for Po Kok students to showcase their talents. In the sharing session, teachers and students from both schools also shared about the vibrant multicultural school life in both cities. Friendship between the two schools was enhanced through the above activities. According to Students’ Questionnaire, over 90% of the participating students agreed that the programme had strengthened their understanding of Mainland China, and provided them with a diversified and all-round learning experience. 	<ul style="list-style-type: none"> Students and teachers in general had positive feedback on the activity. They were engaged in the activities and amazed by the latest technological development of the city during their visit. It deepened their understanding of the Mainland. The application for non-Chinese students for visiting the Mainland took a considerable amount of time. The time span for assisting students in their application should be carefully planned. Besides, more information about the new policy of travel permits for non-Chinese residents would be provided to parents and students when organising cultural exchange programmes. Students and teachers greatly benefited from participating in the programme. It would be continued next year.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
2.	<ul style="list-style-type: none"> Preparation for stage performances and cultural exchange activities (installation of an LED wall). 	<ul style="list-style-type: none"> To install an LED wall at school hall to enhance the stage effect of performances and facilitate cultural exchange activities during school visits. 	<ul style="list-style-type: none"> An LED wall was installed to display videos and sharing materials for school introduction, student performance showcase, real-time virtual meetings and other exchange activities, to enhance the interaction among students and teachers with partner schools. 	<ul style="list-style-type: none"> Due to time clashes of different school activities, the cultural interflow exchange activity was not carried out as planned. More diversified activities could be organised to build better relationships with partner schools. The school would actively invite current and new partner schools to visit the campus and participate in on-site exchange activities.

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	<ul style="list-style-type: none"> Mainland Cultural Exchange Programme (Regents Primary School of Shenzhen) 	Tour fees for visiting Mainland sister school	\$60,412.00	Package tour for 6 teachers and 31 students
		Expenses on activities	\$49,972.00	Procurement of STEAM equipment
		Expenses on other materials used in the exchanges	\$8,475.00	T-shirts and jackets
		Transportation fees	\$3,730.00	Bus fee for picking up and dropping off students
2.	<ul style="list-style-type: none"> Preparation for stage performances and cultural exchange activities (installation of an LED wall) 	LED wall installation	\$91,860.00	Used to enhance the stage effect of performances and facilitate cultural exchange activities during school visits
		Total:	\$214,269.00	/
		Annual Balance of Grant:	\$102,206.69	/

12. Evaluation for 'One-off Grant for Mental Health at School'

Item No.	Name of activities	Aims	Target	Actual Expenses	Evaluation Methods
1.	• Mindfulness Experience Workshop	<ul style="list-style-type: none"> • Teach children to recognize and manage their emotions, fostering their ability to regulate feelings. • Provide mindfulness techniques to help reduce anxiety and stress, promoting overall relaxation. 	• P.5 – 6 students	• \$2,400	<ul style="list-style-type: none"> • Teachers' observation • APASO result
2.	• Mindfulness Workshops (In-class)	• Encourage children to explore their inner world, enhancing their self-awareness and confidence.	• P.5 – 6 students	• \$45,600	

13. Evaluation for 'One-Off Grant for Mental Health Parent and Student'

Item No.	Name of activities	Aims	Target	Actual Expenses	Evaluation Methods
1.	• School-based materials for promoting mental health of parents and students	<ul style="list-style-type: none"> • Equip parents with the relevant knowledge and skills on mental health. • Help parents play the important role in identifying early signs of children's mental health problems. • Foster parents' understanding on the ways of stress management and promotion of physical and mental health, as well as the promotion of children's positive mindset. 	• All parents	• \$1,800	<ul style="list-style-type: none"> • Parents' questionnaire • Feedback of parents' interview

14. Evaluation for 'One-off Grant on Parent Education'

Item No.	Name of activities	Aims	Target	Actual Expenses	Evaluation Methods
1.	• Positive Parent Campaign: Parent-child Stress-free Workshop	<ul style="list-style-type: none"> • Provide possible ways for parents and students to manage their own stress. • Equip parents with tools to reduce stress in family dynamics. • Foster a positive relationship between parents and students. 	• All parents	• \$22,500	<ul style="list-style-type: none"> • Feedback of parents' interview • Teachers' observation

15. 2024 年非華語學生暑期銜接課程檢討報告

[此報告須包括在 2023/24 學年學校周年報告內，並在 2024 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 2024 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 2024 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：	2024 年 7 月 15 日至 8 月 2 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）：	創思教育管理有限公司

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
157	139	88%	0	0	0

課程內容概要：

本校在暑假期間開展了非華語學生暑期銜接課程。課程內容多元化，如成語故事讀書會、中華文化活動、語文小遊戲、中文朗讀活動、遊覽校園等。透過舉辦這些語文活動，冀能提升非華語學生學習中文的興趣，讓升讀小一至小六學生都能在新學年順利適應以中文為主的課堂學習，為新學年做好充分準備。

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：

根據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校園環境，與新同學建立良好的關係，在課堂學習中表現投入積極；升讀小二至小六的非華語學生也樂於參與各類的課堂活動，並嘗試運用中文與他人溝通。在老師的指導下，學生均能完成課業，部分學生更能自行創作中文句子。整體來說，暑期銜接課程一方面能有效協助非華語學生為新學年的校園生活做好準備，另一方面亦能增強學生學習中文的學習自信和興趣。

課程需檢討的地方：

本校暑期銜接課程因應非華語學生需求而設計多元化活動，提升他們學習中文興趣。來年將鼓勵家長參與，加強家校合作，為學生營造更多學習中文的機會。

其他，例如獎勵計劃的內容（包括對象、形式等）及成效〔如適用〕：

為鼓勵非華語學生在暑假期間持續學習中文和提升學生在暑期銜接課程的出席率，本校在課程完結前，向參與課程的非華語學生頒發參與證明狀，以資鼓勵。

J. Financial Report

Name of Account	Income	Expenditure
<i>EOEBG</i>		
Admin / Revised Admin Grant	1,109,804.27	1,073,520.00
Air Conditioning Grant	351,361.00	366,259.00
Basic/Baseline/Per Class	1,012,114.42	1,188,909.71
Base School School-Based Speech Therapy Admin Recurrent Grant	8,415.00	0.00
Capacity Enhancement Grant	589,557.00	350,367.00
Composite Information Technology Grant	427,756.00	634,001.92
Enhanced Speech Therapy Grant	130,800.00	89,400.00
School Based Management Top Up Grant	52,596.00	16,485.00
School Based Speech Therapy Admin Recurrent Grant	8,415.00	0.00
Top Up Student Guidance Service Grant	116,184.00	80,347.40
Understanding Adolescent Project Grant	148,708.00	145,220.00
Sub total	3,955,710.69	3,944,510.03
<i>OTHER GRANTS</i>		
Community Care Fund Assistance Program School Lunch	73,420.00	*73,420.00
Committee on Home-School Co-op Proj Grant	25,978.00	**25,978.00
Consultation Service Grant	136,356.00	146,000.00
Enhanced Additional Funding - Support for NCS students	1,608,994.00	1,286,082.14
Grant for Supporting NCS Students with SEN	315,573.00	344,291.80
Information Technology Staffing Support Grant	333,812.00	287,580.00
Learning Support Grant	1,169,180.00	1,432,976.62
Life-Wide Learning Grant	604,836.00	725,440.01
One-Off Grant for Mental Health at School	60,000.00	48,000.00
One-Off Grant for Mental Health Parent and Student	20,000.00	1,800.00
One-Off Grant on Introduction of Primary Science	350,000.00	0.00
One-Off Grant on Parent Education	0.00	22,500.00
One-Off Grant on Promotion of Chinese Culture Immersion Activities	300,000.00	0.00
One-Off Grant on Promotion of Sports Ambience	150,000.00	0.00
Other Recurrent Grant	315,608.30	315,683.70
Promotion of Reading Grant	32,689.00	20,760.06
School Based After-school Learning & Support Program	49,800.00	45,418.60
School Social Work Service Grant	688,680.00	710,000.00
Sister School Scheme Grant	162,994.00	214,269.00
Student Activities Support Grant	17,850.00	17,850.00
Summer Bridge Program	283,140.00	283,140.00
Sub total	6,698,910.30	6,001,189.93
Overall Total	10,654,620.99	9,923,199.96

*Remarks: Expenses paid for lunch:

Unused fund will be clawed back by EDB:

\$64,662.00

\$ 8,758.00

\$73,420.00

**Remarks: PTA Expenses paid:

Unused fund will be clawed back by EDB:

\$20,778.00

\$ 5,200.00

\$25,978.00

K. Feedback on Future Planning

For Management and Organization, the self-evaluation system has been functioning effectively, with assessments conducted to guide future strategic decisions. Under the improved School Development and Accountability framework, the school is committed to fostering ongoing development and maintaining accountability, which is essential for enhancing student learning outcomes. The school is set to further refine the Geese Program 4.0, aiming to bolster the professional development of teachers and motivate them to stay updated with the latest educational trends. Additionally, the school will keep encouraging teachers to participate in workshops that align with their professional growth objectives and contemporary educational practices. The Micro Lesson Study Scheme will be expanded to boost the efficacy of teaching and learning and to facilitate professional exchanges among teachers. Teachers will persist in collaboratively designing, executing, and refining educational resources and lesson plans.

For Learning and Teaching, the Better Teaching and Learning Scheme will be further refined to provoke thinking and promote self-directed learning. The school will implement an inquiry learning approach by integrating thought-provoking questions into lesson routines to encourage students to explore topics collaboratively with their peers. Besides, STREAM activities will be organised to enable students to apply their cross-disciplinary knowledge to solve daily-life problems with an inquiry-based approach. Additionally, various self-learning strategies, such as the Know-Wonder-Learn method, graphic organizers, and e-learning platforms, will be introduced to empower students to take charge of their learning. These initiatives aim to foster curiosity and proactive learning among students.

Regarding Student Support and School Ethos, the school has cultivated PoKokese virtues through two key initiatives: ‘Love Po Kok, Love Hong Kong’. Under the ‘Love Po Kok’ initiative, the Golden Rules were implemented to enhance students’ courteous behaviors. By integrating the Golden Rules with the Po Kok Super STAR 3.0 Award Scheme, the Interclass Courtesy Competition, and the Monthly Courtesy Star Award, it is evident that more students are learning to follow the “Golden Rules”. The school has created numerous opportunities for students to express appreciation for those around them. In terms of ‘Love Hong Kong’, the school has deepened students’ understanding of Hong Kong and China through various subject-related learning activities and weekly flag-raising ceremonies. In the upcoming year, the school will emphasize on positive education which aims to inspire students’ inner potential, help them establish positive character, positive emotions, and positive interpersonal relationships, laying a solid foundation for a fulfilling life. In addition, opportunities for serving in community will be given to students continuously. Training and debriefing sessions will be offered to volunteers, who will also receive stars as part of the Po Kok Super STAR 3.0 Award.

For Student Performance, 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, especially in the field of academic and STREAM fields.