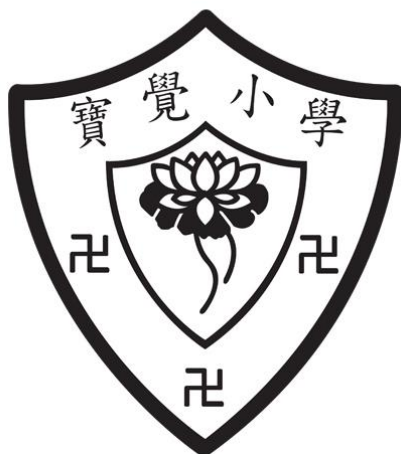


Po Kok Primary School



Annual School Report

2024-2025

Po Kok Primary School

Annual Report

2024-2025

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.14
H. Evaluation of Comprehensive Student Guidance Service Year Plan	P.16
I. Evaluation for Government Funding	P.32
J. Financial Report	P.55
K. Feedback on Future Planning	P.56

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 became aided in 1949. We are now having 16 classes and the total number of students is 398. 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 in the 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

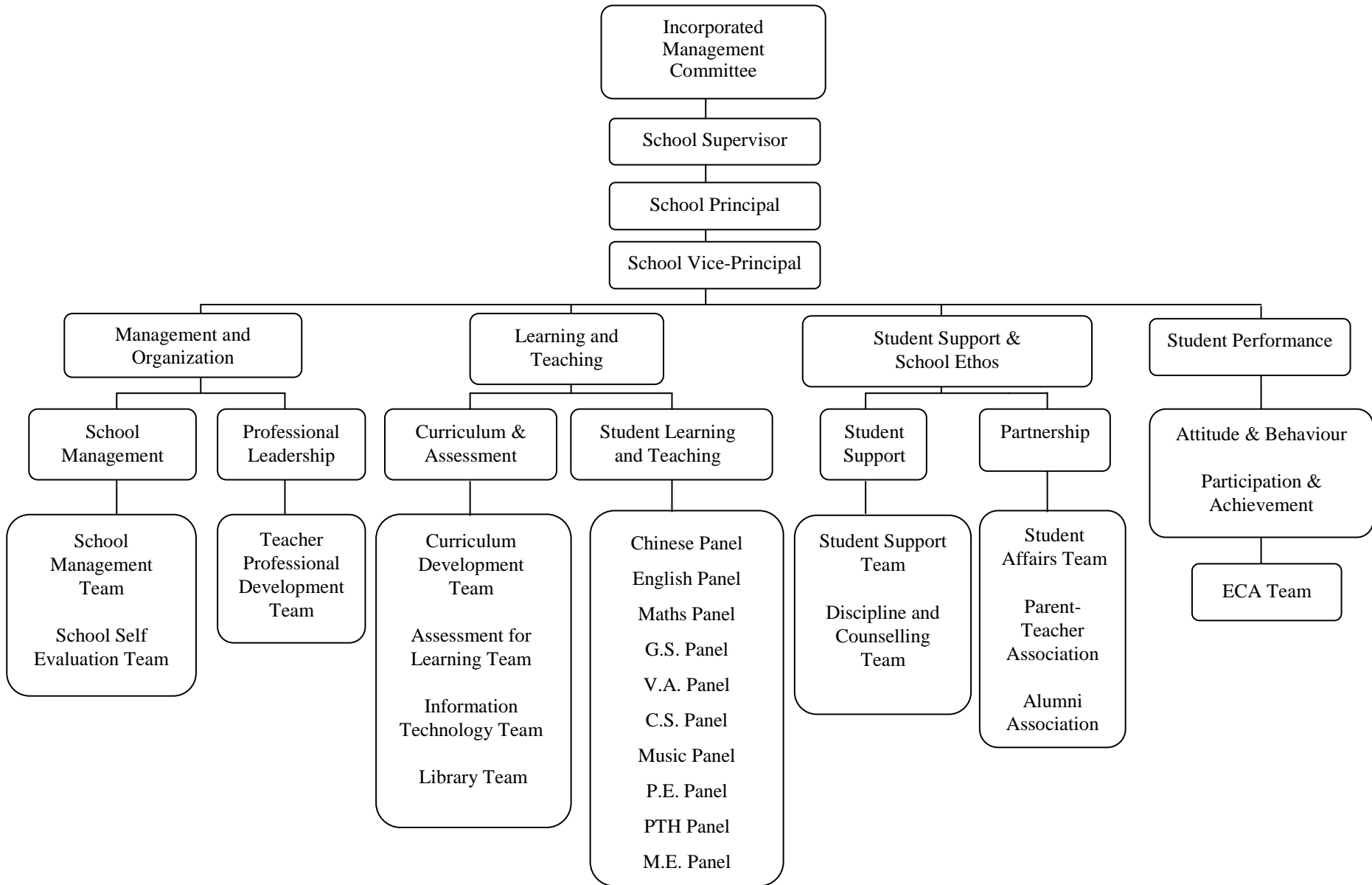
C. Management and Organisation

School General Information

School Organization	Our school has set up an 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 STREAM project learning and life-wide learning activities to help develop their generic skills. 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, STREAM 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 on building 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 App has been created to disseminate notifications for the convenience of the parents. Parents will also be given a parent handbook to learn about the school's curriculum and requirements.
School Development Plan	I. Engage Students Through Wonder, Nurture Active Learners II. Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being
Teacher Professional Training and Development	The school has devised a comprehensive school-based development program 'Geese Program' to cater to the needs of teachers and help them map their professional development paths at a 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 2024-25*

Primary	P.1	P.2	P.3	P.4	P.5	P.6	Total
Class	3	2	2	3	3	3	16
Total number of students	77	51	53	75	74	68	398

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	33
Number of teachers on top of approved establishment	6
Qualification (% of Teaching Staff)	
Teacher Certificate / Diploma in Education	89%
Bachelor Degree	97%
Special Education Training	78%
Working Experiences (% of Teaching Staff)	
0-4 years	34%
5-9 years	33%
10 years or above	33%
Our teachers' development record	
Principal's total number of hours of professional development	412 hours
No. of hours of professional development per teacher	98 hours (Total:3430 hours)

F. Achievements and Reflection on Major Concerns

Major Concern 1: Engage Students Through Wonder, Nurture Active Learners

Achievements

Refining teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking

1. Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning

- All subjects had attempted to utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning. The new scheme incorporated 6E inquiry learning approach and the refined self-learning strategies in lesson organisation. In the school-based teachers' questionnaire, over 80% of teachers strongly agreed that they had implemented the refined scheme, and designed teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies. Besides, over 80% of teachers strongly agreed that they had utilised the 6E inquiry model to organise lesson activities.
- From lesson observations and subject meeting records, teachers were particularly more confident in conducting the 'Engage', 'Explain', 'Elaborate' stages in lessons. They successfully engaged students by using preview tasks and KWL (P.5-6) activities, prompting them to explain concepts and guiding their application of knowledge in group work. Implementing the 6E model also effectively stimulated critical thinking and encouraged active participation. Teachers could guide students to develop deeper and broader understanding through applying the concepts and subject knowledge in challenging learning activities.
- Moreover, the students' rating for "teachers' questions can inspire me to think" in the stakeholder survey increased to 4.6 this year (was 4.4 last year). It reveals that certain progress in enhancing students' thinking abilities through implementing the revised teaching and learning scheme could be recognised by students.

2. Embarking on the journey to develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom

- Students in general had shown signs of making efforts in active learning and participating in inquiry learning activities. In the school-based students' questionnaire, over 80% of students reported enhanced capabilities in active learning and inquiry thinking through participation in lesson activities. Most students engaged in answering questions at various levels of difficulty and collaborated with peers, demonstrating their involvement in the learning process.
- The utilization of e-learning platforms enabled students to extend their learning beyond the school environment. In the first term, teachers guided P.5-6 students through e-learning activities to familiarize them with online platforms, while in the second term, these activities were assigned for home learning to promote personal responsibility. In the school-based students' questionnaire, more than 80% of students strongly agreed they effectively used e-learning platforms for self-directed learning. All subjects regularly assigned extended learning activities. It resulted in over 75% of P.5-6 students successfully completing major subject tasks.
- Besides this, approximately 75% of students attained the "Independent Learner" title in major subjects in the Po Kok SuperStar Award Scheme. The inquiry learning tasks and self-learning

activities significantly motivated students, as evidenced by their active participation in earning recognition within the scheme.

Promote STREAM education to step up for self-directed learning

1. Equip students to acquire STREAM-related knowledge and skills through different learning activities

- Interdisciplinary STREAM activities were organised for all grades by General Studies, Mathematics, Computer Studies, Visual Arts, Chinese, English, other related subjects and teams. Students were fascinated and engaged in the activities. Over 90% of students scored at least 7 marks in theme-based activity booklets. From teachers' observation, the 6E inquiry model was successfully implemented to enhance the design of learning activities and booklets, encouraging a structured approach to inquiry-based learning.
- According to the school-based students' questionnaire, over 85% of students strongly agreed that STREAM and scientific inquiry activities promoted their active construction of knowledge. Teacher observations indicated that most students effectively conducted investigations during learning, fostering curiosity and developing essential skills such as research and analysis, which are vital for self-directed learning.

Reflections

Refining teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking

1. Continuous efforts needed in implementing the Better Teaching and Learning Scheme 4.0

- The intended objective was partly achieved. Most teachers attempted to implement the revised teaching and learning scheme, applying the 6E inquiry model in their instruction. However, based on the data collected in the school-based teachers' questionnaire, teachers identified the need to strengthen the 'Explore', 'Evaluate', and 'Extend' stages of the model.
- According to the minutes of subject meetings, some teachers noted challenges in encouraging students to explore learning content from various perspectives and in facilitating self-reflection and peer evaluation.
- More emphasis should be placed on active participation and self-directed learning by further adjusting the teaching and learning scheme. Though KWL was effective in promoting active participation, students still need to familiarize themselves in identifying what they want to know and asking questions related to the learning content.

2. Enhancing students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom

- The target was partly achieved. Students are gradually developing habits for conducting self-learning activities on e-learning platforms. While the majority of students demonstrated good engagement and participation in lesson activities, indicating a positive learning environment, significant encouragement and reminders were required to motivate some students to complete online learning tasks.
- Though the completion rates of online extended learning activities in major subjects are satisfactory, the completion rates for some minor subjects are around 60% which is below target. The data reveals

that more efforts will be required to encourage self-learning for various subjects in the coming year.

Promote STREAM education to step up for self-directed learning

1. Equip students to acquire STREAM-related knowledge and skills through different learning activities

- The target was partly achieved. Reported in the subject minutes, most students were enthusiastic about exploring various subjects and could propose several potential solutions for the challenges or assignments in the STREAM project. The hands-on activities or experiments helped students to reinforcing their knowledge and extend their understanding.
- Yet, some students found it challenging to use the concepts and knowledge they had acquired to create a solution or explain the findings. Collaboration should persist in group work to enable students to exchange ideas, work together, and benefit from peer learning. It is necessary to further revise the design of the STREAM activities.

Feedback and follow-up actions:

1. Optimizing the 6E inquiry learning strategy in the Better Teaching and Learning Scheme 4.0

- Efforts have to be made to enhance the ‘Explore’, ‘Evaluate’ and ‘Extend’ stages. The scheme should be further revised to suggest teachers to make better use of daily-life scenarios and questions to stimulate students’ thinking. Adequate space and time in lessons should be allocated to guide students in self-reflection and peer assessment. Also, to help students develop self-learning habits, teachers should suggest some directions and resources for extended learning after lessons.

2. Endeavouring to further develop students’ capabilities in active learning and inquiry thinking

- Students still need to become more familiar with formulating questions related to the learning content. The KWL strategy should be introduced to P.3-P.4 students in the next year with adjustments in the design of worksheets, to help them lay a foundation for self-learning skills. In addition, substantial encouragement and reminders from teachers should be provided to motivate students to complete the online extended learning tasks.
- Additionally, students must still grow more accustomed to formulating questions related to the learning content. The KWL strategy needs to be implemented for P.3-P.4 students next year, with modifications to the worksheets, to assist them in developing a basis for self-directed learning skills. Moreover, teachers should offer significant support and reminders to inspire students to finish the online extended learning assignments.

3. Enriching students’ learning experiences through STREAM education

- Subjects should work closely together to modify the design of the STREAM learning activities with the use of 6E inquiry model, and to promote active learning and peer learning. Since Primary Science and Primary Humanities will be implemented next year, the STREAM projects and activities should be refined to match with the learning topics to help students integrate their interdisciplinary knowledge.

Major Concern 2: Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being

Achievements

1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships
 - In order to promote positive education of students, some arrangements of the school environment and classroom spaces are used to promote the messages of positive education. DC Team has utilized the space in the school campus by incorporating positive education-related information into its environment. The contents of 24-character strengths were posted on the corridor board and the individual whiteboard of each student. Class photos were showcased near the classroom door, helping to create a sense of belonging among the students. Birthday board and positive classroom spirits have been placed in each classroom. The contents of positive education were added to the design of the classroom theme board. These arrangements could allow students to get familiar with and learn about positive education, ultimately fostering a positive atmosphere within the school. According to the results of students' school-based questionnaire, over 90% of students agreed that those arrangements of the school and classroom environment could enhance their understanding of positive education and foster a positive atmosphere within the school.
 - DC Team would allocate dedicated time during morning class teacher periods (Monday and Friday: approximately 20 minutes), incorporating a monthly birthday celebration and a class teacher interaction session (e.g., talent shows, sharing sessions, appreciation) each week. Teachers could utilize this pre-lesson time to bring students together and foster a learning environment characterized by mutual respect, a relaxed atmosphere, and healthy practices. This would help to create a positive learning community. According to the result, over 90% students agreed that class teacher periods on Mondays and Fridays could strengthen the bonding among school and teachers, and enhance their relationships with others.
 - In order to emphasize the importance of appreciation, the 'We Appreciate' program would be implemented to recognize the subject and team ambassadors who have dedicated their service to the school. Team members who have demonstrated outstanding performance in their service would be acknowledged on the 'We Appreciate' board. This could recognize ambassadors' effort and provide the opportunity for self-reflection. Additionally, other members of the team would have the chance to engage in peer-reflection, further promoting the value of appreciation. Over 70% of students agreed this scheme could help them to appreciate the strengths of themselves and others, and their sense of happiness has also been enhanced.
 - In addition, students are awarded stars if they were selected as the awardees of "We Appreciate..." Award and "I Appreciate..." Award (subject-related award, students had good performance in pre-view tasks). Students who were selected to give supportive comments to those awardees would also receive stars this year. Stars would also be given if they could stay along well with other schoolmates each month and won the first three places in the interclass competitions. They would achieve the title "Master of Relationships" if they accumulate 13 stars or more this year from teachers. From the result of Po Kok Super STAR Award, over 80% of students could achieve the "Master of Relationship" title.

2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents

- In order to encourage students to cultivate a healthy and positive lifestyle, DC Team would allocate dedicated time during morning class teacher periods (Tuesday to Thursday: approximately 20 minutes) to incorporate regular activities such as morning exercises, stretching routines, and mental health initiatives. This time would allow class teachers to guide students in relaxation techniques, promote self-care for mental well-being, and enhance physical activity opportunities. By regularly conducting morning exercises and stretching, students could improve their muscle and joint flexibility while fostering team spirit and a sense of belonging within the school community. Additionally, this initiative would aim to help establish a unique sports culture at the school. According to the result of students' school-based questionnaire, over 90% of students agreed that class teacher periods from Tuesday to Thursday could increase their chance to rest and relax, also helped them to reduce stress.
- Class teachers and subject teachers would jointly select the awardees of the Positive Star on a monthly basis, based on their character strengths. The award would aim at assisting students in discovering their own positive attributes, helping them to recognize and developing their character strengths as they grow. This could build their sense of achievement and purpose, guiding them towards a positive life. Class teachers would prominently display the photos of the awardees on the theme board inside each classroom as a way to acknowledge their outstanding performance. Furthermore, awardees would receive stars in their personal EDX accounts as a recognition of their nomination. Over 90% of students agreed that "Positive Star" award could motivate them to recognize and develop 24 character strengths.
- To foster good nutrition habits and support students' overall health and well-being, the DC Team would promote the habit of bringing healthy snacks at school. Fresh fruits, whole grain crackers, bread, nuts and seeds would be recommended as recess snacks. Healthy food captains and class teachers would keep checking the snacks daily. According to the result of students' school-based questionnaire, over 90% of students have brought healthy snacks and drinks to school.
- The DC Team would collaborate with the PE panel to set up multiple sports areas within the school, such as running zone, ball game zone, Ringfit zone, iPad e-sport zone, rock-climbing zone and hula-hoop zone. Sports-related recess activities would be essential for promoting physical fitness, enhancing social skills, and fostering teamwork among students. They could provide a valuable break from academic routines, allowing children to relieve stress and improve their mood. Additionally, these activities could encourage inclusiveness, allowing students of all skill levels to participate and enjoy physical exercise together. By instilling a love for sports and active play, the school would help cultivate lifelong healthy habits in our students. From teacher's observation, over 70% of students have participated in sport activities during recess regularly. From the result of students' school-based questionnaire, over 90% of students agreed that sport activities during recess cultivated their interest of doing sports and enhanced their awareness towards a healthy lifestyle.
- The DC Team would collaborate with the Moral Education panel to organize informative talks for students, with the aim of enhancing their positive attitudes and addressing the issues identified in APASO from the previous year. Besides, mindfulness and positive education theme-based activities would be arranged to students so as to strengthen their emotions and character development. Over 90% of students agreed that the assemblies could strengthen their positive values and attitude.
- To encourage students to cultivate a healthy and positive lifestyle, stars would be awarded in the student's EDX account of Po Kok Super STAR Award if they could i. continuously bring healthy

snacks monthly, ii. be selected as a positive star, iii. actively attend activities during class teacher periods from Tuesday to Thursday (Rest and relaxation), iv. attend the weekly flag raising ceremony in Moral Education/ Integrated Learning lessons, v. establish a regular exercise habit and record monthly exercise activities in the fitness booklet, vi. eat 2 servings of vegetables during lunch time, vii. have a balanced diet and a nutritious lunch during lunch time. From the result of Po Kok Super STAR Award, 68% of students achieved the “Positive lifestyle” title.

3. Enrich students’ diverse learning experiences and unleash individual potential. Establish students’ positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement

- To prepare students for service and foster their enthusiasm to serve, the DC Team would continue the "Everyone has a Duty" Scheme at both class and subject/team levels. Class teachers, subject panel heads, and team leaders would select ambassadors to serve within the school. These ambassadors would receive regular training and briefings to equip them for their duties. If they fulfilled their responsibilities and attended training sessions diligently, they would be awarded stars in their Po Kok Super STAR account. According to the result of students’ school-based questionnaire, over 90% of student ambassadors developed their self-confidence, sense of achievement and unleash their potentials through “Everyone has a duty” scheme.
- The DC Team would continue to provide opportunities for students to serve in the community, demonstrating their dedication and compassion towards others. Additionally, all P5-6 students would participate in the "Volunteer Together" program organized by the Jockey Club in the 2nd term. These efforts would aim to provide students with meaningful service experiences and further cultivate their commitment to community engagement. After engaging in these services, students would participate in in-depth reflection activities. Two stars would be awarded in their EDX accounts. In addition, 50% 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 the service raise their awareness towards the community and the needs of other people.
- As mentioned above, students would be awarded stars for their responsibility and effort if they have served at school and in the community actively. They could also get stars if they were nominated as the monthly service star in class. From the result of Po Kok Super STAR, over 95% of students could achieve “Reputed Volunteer” title.
- The ‘Exemplary Achiever’ award was designed to recognize students who demonstrate outstanding performance in areas other than academics. Recipients of this award who i. were chosen as the school representatives in external competitions or performances and ii. have achieved awards (merit/outstanding/1st/ 2nd or 3rd place) in external or internal competitions. This award would serve to inspire other students by showcasing the achievements of their peers and promoting a culture of excellence within the school community. It could encourage all students to strive for their best, highlighting the importance of hard work, dedication, and resilience in achieving success. The recognition can boost the recipients’ confidence and motivate them to continue pursuing their goals, not only in academics. From the result of Po Kok Super STAR Award, only 38% of students achieved the “Exemplary achiever” title.

Reflections

1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships

- The intended outcomes were **fully** achieved. Reviewing the performance of students, they stayed along well with the schoolmates. For the class teacher periods, teachers utilized this pre-lesson time to bring students together and foster a learning environment characterized by mutual respect, a relaxed atmosphere, and healthy practices.

2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents

- The intended outcomes were **fully** achieved. From class teachers' observation, the regular activities such as morning exercises, stretching routines and mental health initiatives improved students' muscle and joint flexibility. The class teacher periods allowed students to relax, promote self-care for mental well-being, and enhance physical activity opportunities. According to the class teachers, more explanation of different character strengths could be added to assist students in discovering their own positive attributes. Displaying the positive star photos on the theme board helped raise awareness of students' outstanding performance.
- According to teachers, the habit of bringing healthy snacks at school was developed. Most of the students brought fresh fruits, crackers and bread. Students frequently joined different sports areas during recess. The recess activities provided a valuable break from academic routines, allowing children to relieve stress and improve their mood. Some mindfulness and positive education theme-based activities were arranged to students in the assemblies this year.
- As reported by subject panels, most teachers could adopt a positive approach in their daily interactions with students. However, the strategy proved to be particularly effective in the junior grades, while students in senior grades were more reserved in expressing the slogans.

3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement

- The intended outcomes were **partly** 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.
- We actively provided chance to students to serve in the community this year. Students have established connections with the society through different voluntary services. However, the number of junior students joining external competitions or performance was not satisfactory. The "Exemplary Achiever" award could encourage all students to strive for their best, highlighting the importance of hard work.

Feedback and follow-up actions:**1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships**

- DC team would continue to utilize the space in school campus and classroom by incorporating positive education-related information into its environment. DC team would optimize the contents of 24-character strengths on the student individual whiteboard next year.

2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents

- DC Team would continue to cultivate a healthy and positive lifestyle among students. The class teacher periods activities would be continued next year. The “Positive Star” award would be continued next year. Class teacher would explain and show videos of different character strengths to students to help them to recognize and develop their character strengths.
- The habit of bringing healthy snacks to school gradually takes shape. DC team would continuously encourage students to participate in different recess activities in order to enhance their awareness towards a healthy lifestyle. DC team would collaborate with IL panel to arrange informative talks for students next year. Besides, the strategy will be revised to encourage senior students to participate more actively in expressing their slogans.

3. Enrich students’ diverse learning experiences and unleash individual potential. Establish students’ positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement

- The DC Team would continue the "Everyone has a Duty" Scheme at both class and subject/team levels in order to prepare students for service and foster their enthusiasm to serve. We would continue to join “Volunteer Together” Program organized by Hong Kong Jockey Club next year. We would provide more chances for junior students to serve in the society and attend external competition or performance next year.

G. Student Performance

Attitudes and affection

- The results of the “Assessment Program for Affective and Social Outcomes (3rd Version) (APASO-III)” for the 2024-2025 academic year show that, apart from the subscale measuring students’ "Information Technology (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 activities in the counseling and other subject groups, which cultivate students’ attitudes of politeness, respect for others, and appreciation. Additionally, this year the school has continued to focus on promoting students’ mental health, resulting in a sustained improvement in their negative emotions.
- The high scores in “satisfaction (school)”, “teaching (teacher support)”, “Affect (Positive Affect)”, and “Self-concept (Emotional Stability)” demonstrate that students enjoy campus life and have established good relationships with teachers. Teachers affirm students’ efforts, enabling them to cultivate an optimistic and proactive attitude towards learning and overcoming challenges. Students also recognize

that they have various activities and opportunities to express appreciation and gratitude towards others, effectively fostering a positive campus culture and environment, which helps them build positive interpersonal relationships. The school will continue to nurture students' positive thinking, assist them in leveraging their strengths, enhance their resilience, and help them find things to appreciate even in negative situations, allowing them to live happily and joyfully.

- 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 leisure reading, and the school needs to 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. 44 students have participated in competitions or won awards.
- In the academic field, our students have various outstanding achievements. Our students have proudly got 44 awards in this year's Speech Festival, which included one group Champion, one group 1st Runner Up, one Solo 1st Runner Up, one Solo 2nd Runner-up, 39 Certificates of Merit and 1 Certificate of Proficiency.
- In recognition of our students' academic results, 4 students have received the Harmony Scholarship (2024-2025), 4 students have got Wan Chai District Best Student Award (2024-2025), 1 student has got Distinction Award and 6 students have got the Merit Award in Global International Competitions and Assessments for Schools (ICAS) 2024-2025. 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 2024-2025, 2nd Runner Up in Hong Kong Island East Area Inter-Primary Schools Futsal Competition, Champion in Boys Grade B 100m in Hong Kong Island East Area Inter-Primary Schools Athletics Competition 2024-2025, 1st Runner Up in Grade B 100m in All Hong Kong Inter-Area Primary Schools Athletics Competition 2024-2025, Honours Award in Senior Duet of Oriental Dance, Highly Commended Award in Senior Group of Oriental Dance and Highly Commended Award in Senior Solo of Oriental Dance in 61th School Dance Festival.

H. Evaluation of Comprehensive Student Guidance Service Year Plan

Period	: 09/2024 – 08/2025
Name of School	: Po Kok Primary School
Student Population	: 396
Name of Agency	: Hong Kong Playground Association
Name of Worker	: LEE Yan-yi, Venus

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

Types of Case	Number
a. No. of active cases brought forward from last school year	5
b. No. of new cases opened during the period	7
c. No. of new re-activated cases during the period	0
Total cases (a + b + c)	12
d. No. of cases closed during the period	3
e. No. of cases carried forward to next school year (a + b + c - d)	9

2. Distribution of Cases by Class

Class	Number	Class	Number	Class	Number
P.1	2	P.2	1	P.3	0
P.4	4	P.5	2	P.6	3
Total no. of cases : 12					

3. Sources of referrals

Sources of referrals	Number
School Principal/Vice-Principal	0
Teachers of Discipline and Counselling Team / Teachers	10
Parents / guardian of students	0
Student Guidance Personnel (SGP) / School Social Worker (SSW)	2
Total :	12

4. Cases nature

Cases natures	Number
Learning Problems (e.g. unmotivated towards learning, inadequate study skills...)	2
Conduct Problems (e.g. act of dishonesty, habitual lateness, disruptive behavior in school...)	6
Family / Environmental Problems (e.g. inadequate /inappropriate parental guidance and supervision, problems in family relationship...)	0
Emotional / Psychological Problems (e.g. mood complaints, self-destructive behavior, anxiety problems...)	3
Health / Physical Problems (e.g. poor health or frequent illness, physical impairment ...)	0
Social / Developmental Problems (e.g. inadequate social skills in relating with others, sex related issues...)	1
Total :	12

5. Case activities (Till 30/06/2025)

Nature	Number
1. Case Interview	58
2. Visit	4
3. Escort	2
4. Phone Contact with Client	0
5. Letter/Referral/Report	12
6. Group/Program Session(s) for Clients	171
7. Intra-school Contact	154
8. Other Collateral Contact	39
9. Case Conference	98
10. Others (Specify): Causal Contact	212
11. Family Contact	125
Total	875

6. Consultation services (Till 30/06/2025)

(1) No. of consultation cases: 24 cases

(2) Consultation statistics

Source of Consultation	Number
1. Students	336
2. Discipline Teacher	50
3. Other School Staff (e.g. teachers...)	200
4. Family Members	173
5. Others (educational psychologist, NGOs...)	337
Total:	1096

(II) Moral Education & Integrated Learning (ME)

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
2.1 Moral Education	<ul style="list-style-type: none"> A new tailor-made, school-based curriculum which combines personal growth education and moral education caters for the needs of NCS students. The new curriculum is not only helping students build up the basic knowledge, skills and attitude in the four areas of personal, social, academic and career development but also nurturing students' 12 priority values and attitudes, which are "Perseverance", "Respect for others", "Responsibility", "National Identity", "Commitment", "Integrity", "Filial Piety", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Benevolence". 	• 09/2024-06/2025	• /	• P.4-6 students	<ul style="list-style-type: none"> The intended outcome was fully achieved. Observations by teachers indicated that most students were motivated to learn and actively participated in lessons. Feedback from students revealed that the majority understood the aims and contents of the lessons. Students agreed that the lessons helped cultivate positive attitudes and values towards life. For evaluation statistics, please refer to the APASO scale.
2.2 Integrated Learning (ME)				• P.1-3 students	

(III) School-based counselling activities

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
3.1 Po Kok SuperSTAR Scheme	<ul style="list-style-type: none"> To encourage students to have excellent performance and build up positive life values in the aspects of "IMPRESS" – <ul style="list-style-type: none"> I: Independent Learner M: Master of Relationship P: Positive Lifestylist R: Reputed Volunteer E: Exemplary Achiever S: Scholastic Reader S: Smart Pokokese 	• 09/2024-06/2025	• /	• All students	<ul style="list-style-type: none"> According to the results of the Po Kok Super STAR Award Scheme, over 75% of students achieved the "Independent Learner" title, and 80% earned the "Master of Relationship" title. Additionally, 68% of students achieved the "Positive Lifestylist" title, while 100% received the "Reputed Volunteer" title. However, only 38% of students achieved the "Exemplary Achiever" title this year. Overall, the intended outcome was partly achieved. Most students agreed that the scheme helped them build good practices in positive life values and strengthened their initiative in care and appreciation. For the evaluation statistic, please refer to the evaluation

					report of Discipline and Counselling Team.
3.2 Inter-class competition • Discipline • Courtesy	<ul style="list-style-type: none"> The program aimed at promoting good sense of responsibility, self-discipline, proper attitude to get along with other people and self-care activity among students. Teacher will score the class according to program guidelines. Discipline competition was held from September to October 2024, and February to March 2025. Courtesy competition was held from November to December 2024 and April to May 2025. 	• 09/2024-05/2025	• /	• All students	<ul style="list-style-type: none"> The winners of Discipline competition were 5A, 5B and 2B. The winners of Courtesy competition were 6B, 5A and 3A. From the observation of teachers and feedback of students, the inter-class competition helped students enhance their ability to practice self-discipline. Students tried to behave well, respect and care for others in class. Each class has showed great enthusiasm and worked hard in getting the prize. For the evaluation statistic, please refer to the evaluation report of Discipline and Counselling Team.
3.3 Understanding Adolescent Project P.4-P.6	<ul style="list-style-type: none"> Students learn how to tackle problems and control their emotions through games, workshops and sharing. P.4 UAP Activities included: 1 orientation, 1 launching, 14 group training sessions, 3 sessions of volunteer activities, 1 parents' workshop, 1 day camp, 1 parent-child day camp, 1 parent-teacher sharing workshop, 1 over-night camp and 1 closing ceremony. P.5 UAP Activities included: 1 reunion, 15 group training sessions, 1 volunteer service session, 1 parents' workshop (booth), 4 golden interviews, 1 challenge day camp activity and 1 closing ceremony. P.6 UAP Activities included: 1 reunion, 10 group training sessions, 2 voluntary services, 4 golden interviews, 1 parents' workshop (booth), 1 day camp activity and 1 closing ceremony. 	• 09/2024-06/2025	<ul style="list-style-type: none"> • 25 • 24 • 20 	<ul style="list-style-type: none"> • 12 students • 16 students • 12 students 	<ul style="list-style-type: none"> P.4 to P.6 UAP was coordinated by Hong Kong Playground Association. All the expenses were provided by Po Kok Primary School. All P.4 UAP activities have been completed this school year. Students were enthusiastic to join the activities held. According to the results of the students' questionnaires, 100% students agreed they learned how to cooperate well with others and respect others. Besides, communication between teachers and classmates was improved. All P.5 UAP activities have been completed this school year. According to the results of the students' questionnaires, 100% students agreed that "UAP" is useful for their development. All P.6 UAP activities have been successfully completed this school year. According to the results of the students' questionnaire, 100% of students agreed that the UAP project significantly enhanced their sense of responsibility. Furthermore, every student expressed willingness to face

					and overcome challenges while also setting appropriate expectations for themselves. <ul style="list-style-type: none"> For the evaluation statistic, please refer to the evaluation report of UAP P.4 to P.6.
3.4 Prefect Training Camp	<ul style="list-style-type: none"> To enhance prefects' commitment and leadership To strengthen prefects' communication and problem-solving abilities To assist prefects in the implementation of duties 	<ul style="list-style-type: none"> 20/09/2024 	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> P.4-P.6 Prefects 	<ul style="list-style-type: none"> A total of 44 prefects joined the day camp and actively participated in the activities. The prefect training day camp enhanced their commitment and leadership skills, helping them understand their roles. The training also equipped them to carry out their duties and effectively solve encountered problems. Evaluation results showed that 100% of students were satisfied with the experience. Additionally, 100% of the prefects agreed that they learned how to communicate with others and recognized the importance of teamwork and self-discipline.
3.5 Support P.1 students	<ul style="list-style-type: none"> To assist P.1 students to acquire skills and proper ways to get along well with other people in order to have good adjustment in the school by catering <ul style="list-style-type: none"> Bridging course Ice-breaking Activity Self-management Activity 	<ul style="list-style-type: none"> 07/2024-09/2024 	<ul style="list-style-type: none"> 3 (Ice-breaking Activity) 5 (Self-management Activity) 	<ul style="list-style-type: none"> P.1A P.1B P.1C 	<ul style="list-style-type: none"> Three classes of P1 students participated in the summer bridging course to learn Chinese and become more familiar with the school environment. They also took part in the Ice-breaking Activity and Self-management Activity, enjoying the games and tasks. Most students followed instructions well with clear guidance, gaining a better understanding of their study subjects, teachers, and the school. Feedback from teachers and observations by the social worker indicated that most students could recognize textbooks and subject teachers, and effectively utilized self-care skills after the activities.
3.6 Support P.6 students	<ul style="list-style-type: none"> To assist P.6 students in gaining a deeper understanding of secondary school life and prepare them for the transition To strengthen the connection and adaptation for P.6 students moving to secondary school, equipping them to 	<ul style="list-style-type: none"> 09/2024-07/2025 	<ul style="list-style-type: none"> 3 (Accommodation Workshop) 	<ul style="list-style-type: none"> P.6A P.6B P.6C 	<ul style="list-style-type: none"> This year's program focused on supporting P.6 students in their transition to secondary school, the activities conducted were effective in several key areas: <ul style="list-style-type: none"> Accommodation Workshops: <ul style="list-style-type: none"> Students expressed strong interest in

	<p>embrace this new stage of learning</p> <ul style="list-style-type: none"> Planned Activities: <ul style="list-style-type: none"> Accommodation Workshop Parents' Seminars and individual meeting 				<p>understanding secondary school life. The workshops provided insights into study modes, subjects, facilitation methods, and preparation tips. Group presentations allowed students to discuss their worries about transitioning, expectations for secondary school life, and strategies for adapting to a new environment. All students found ways to ease their transition, demonstrating increased confidence.</p> <ul style="list-style-type: none"> Feedback collected from students indicated complete satisfaction with the workshops. Observations from teachers and social workers reinforced this, highlighting the positive impact of the sessions on students' readiness for secondary school. Parents' Seminars and Individual Meetings: <ul style="list-style-type: none"> These sessions greatly improved communication between parents and teachers, offering vital information about the secondary school system. Parents reported feeling more confident in their ability to support their children during this transition. Overall, the program successfully enhanced students' understanding of secondary school life and facilitated a smoother transition, as evidenced by positive feedback from both students and parents.
3.7 Positive Ambassador (Big Brothers Big Sisters Scheme)	<ul style="list-style-type: none"> There were two teams in the scheme: <ul style="list-style-type: none"> Team A (P.4-5): 18 students assisted P.1 students during recess and lunch time Team B (P.5-6): 18 students paired with junior SEN students 	<ul style="list-style-type: none"> 09/2024-06/2025 	<ul style="list-style-type: none"> Every morning Class-teacher period, lunch time & recess 	<ul style="list-style-type: none"> Senior students: P.4-P.6 Junior students: P.2-P.3 	<ul style="list-style-type: none"> The Positive Ambassadors program successfully engaged students through a series of impactful activities: <ul style="list-style-type: none"> Four training sessions conducted by the School Social Worker and Educational Psychologist, along with a day camp, equipped all Positive

	<p>(P.2-3) for daily paired-reading activities in the student support room</p> <ul style="list-style-type: none"> • A systematic training will be given to Positive Ambassadors by school social worker. Students will have a record book to record the training sessions. They will carry out duties in the recess or lunch time so as to help other students • 4 training workshops were provided by School Social Worker and Educational Psychologist in two teams • 1 day camp activity was provided with a focus on enhancing students' commitment and leadership abilities 				<p>Ambassadors with essential skills and leadership development opportunities.</p> <ul style="list-style-type: none"> • Team A students supported P.1 during recess by assisting with snacks and lunch clean-up. This initiative fostered a supportive environment, helping younger students feel more comfortable and cared for. • Team B partnered with junior SEN students for daily paired-reading activities in the student support room. This collaboration not only improved literacy skills among junior students but also cultivated a positive learning atmosphere, enhancing social interactions. • Positive Ambassadors from both teams actively fulfilled their responsibilities throughout the year. Most students successfully completed their duties, gaining valuable experience in leadership and support. • Feedback from Positive Ambassadors indicated that the program significantly enhanced their communication and leadership skills. Observations by the social worker noted that paired reading helped junior students develop a consistent reading habit and improve their communication abilities. • For the evaluation statistic, please refer to the evaluation report of Student Support Team.
<p>3.8 Community Participation</p>	<ul style="list-style-type: none"> • Volunteer Training and Community Services • To encourage students to participate in different volunteer services in order to help the people in need in the society • To enhance students' commitment and leadership via voluntary work 	<ul style="list-style-type: none"> • 09/2024-06/2025 	<ul style="list-style-type: none"> • / 	<ul style="list-style-type: none"> • All students 	<ul style="list-style-type: none"> • A kindergarten visit and multiple flag-raising activities were organized for students and parents. Feedback from both groups was overwhelmingly positive, reflecting a strengthened sense of community and school spirit. • Comprehensive volunteer training sessions were conducted to enhance students' understanding and skills related to service. These sessions prepared students for their roles and fostered a commitment to community

					<p>involvement.</p> <ul style="list-style-type: none"> • Various volunteer service activities were carried out within the school. Students reported feeling a strong sense of achievement after participating, which motivated them to seek out additional volunteer opportunities in the future. • This year, the CYC team won the bronze award of CYC community service in the Wan Chai district. • Overall, these initiatives not only enriched the students' experiences but also promoted a culture of service and community engagement within the school.
3.9 Educational student seminars	<ul style="list-style-type: none"> • To tie in different topics of moral education curriculum, relevant seminars will be conducted in moral education period 	<ul style="list-style-type: none"> • 09/2024-06/2025 	<ul style="list-style-type: none"> • / 	<ul style="list-style-type: none"> • All students 	<ul style="list-style-type: none"> • A series of seminars were conducted on key topics including stress management, emotional regulation, positive health, and career planning. • Students actively participated and interacted during the seminars, demonstrating high levels of interest and involvement. • Feedback from students indicated that the seminars significantly enhanced their awareness of emotions, improved their stress management skills, and broadened their understanding of various career options. • For the evaluation statistic, please refer to the evaluation report of Discipline and Counselling Team.

(IV) Programs for specific targets

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
4.1 Social skills training program	<ul style="list-style-type: none"> To enhance the social skills of SEN students during the sessions of ECA Story Timmy 	<ul style="list-style-type: none"> 09/2024-05/2025 	<ul style="list-style-type: none"> 13 	<ul style="list-style-type: none"> P.3-P.4 (12 students) 	<ul style="list-style-type: none"> The program was provided by the school social worker in collaboration with the Hong Kong Playground Association and the Social Welfare Department during 13 sessions of ECA Story Timmy on Tuesdays. Observations by teachers and the school social worker indicated that most students actively participated in the activities and learned to cooperate with their groupmates during the sessions. According to the evaluation forms, 73% of students agreed that this group helped them improve their social and communication skills, and all students learned to respect others. For detailed evaluation statistics, please refer to the results of the group questionnaires.
4.2 P.1 class self-management training	<ul style="list-style-type: none"> To enhance students' self-management abilities and equip them with effective problem-solving skills 	<ul style="list-style-type: none"> 06/2025 	<ul style="list-style-type: none"> 5 	<ul style="list-style-type: none"> P.1 (10 students) 	<ul style="list-style-type: none"> The self-management training group was facilitated by the school social worker in collaboration with Heart In Life. Through targeted activities, students learned to set goals, manage their time effectively, and tackle challenges independently. Observations by teachers and the school social worker indicated that students were actively engaged in the activities and demonstrated a clear understanding of the aims of the tasks. This involvement contributed to their growth in self-management skills and overall confidence.
4.3 Fine motor training program	<ul style="list-style-type: none"> To help students develop strength and coordination of the hand muscles To develop students' motor skills To enhance students' awareness and understanding of emotions 	<ul style="list-style-type: none"> 02/2025-06/2025 	<ul style="list-style-type: none"> 5 	<ul style="list-style-type: none"> P.3-P.6 (24 students) 	<ul style="list-style-type: none"> The program was provided by the school social worker during the sessions of ECA. Students participated actively and enjoyed doing artwork. Most were able to complete tasks under clear instructions. The group not only provided a chance for students to practice their fine motor skills but also introduced the

					<p>concept of Color Psychology, allowing them to choose colors to express their feelings.</p> <ul style="list-style-type: none"> • According to the evaluation questionnaire, all students agreed that the activities enhanced their awareness and understanding of emotions. • For detailed evaluation statistics, please refer to the results of the group questionnaires.
4.4 Support students with SEN	<ul style="list-style-type: none"> • To assist SEN students in different training programmes, including <ul style="list-style-type: none"> • Social Skills Training • Attentiveness Training • Self-management Training (AIMs Project) • To provide individual trainings for 4 Individual Educational Plan (IEP) cases • To provide in-class support to SEN students during their lessons to assist with their learning and emotional control • To escort students and their families to attend the Psychiatric Service and follow-up appointments 	• 09/2024-06/2025	• /	• Selected P.1-P.6 Students	<ul style="list-style-type: none"> • The intended outcome of the program was fully achieved. • Observations by teachers and the school social worker indicated that most students were motivated to learn and actively participated in the training sessions. • According to the evaluation, a majority of students reported a clear understanding of the aims and content of the trainings. Furthermore, students agreed that the trainings significantly improved their communication and self-management skills. • Additionally, the school social worker provided individual training for 4 IEP cases focused on social and emotional development. According to the IEP evaluation, all 4 cases demonstrated improvements in their social skills and emotional regulation abilities. • The social worker also provided in-class support to SEN students either for the entire day or for specific lessons, tailored to their individual needs. A part-time social worker was available during lesson time to assist students in managing their emotions and impulsive behaviors. With this support, SEN students can remain calm during lessons, allowing them to learn effectively and engage more meaningfully with the study. • For the suspected SEN students, the social worker

					<p>escorted them to their assessments at the Psychiatric Service and arranged follow-up appointments for those who needed support.</p> <ul style="list-style-type: none"> • For detailed evaluation statistics, please refer to the Student Support Team Report.
4.5 Emotional regulation program	<ul style="list-style-type: none"> • To improve student understanding of emotions • To enhance students' emotional regulation skills 	<ul style="list-style-type: none"> • 10/2024-11/2024 	<ul style="list-style-type: none"> • 4 	<ul style="list-style-type: none"> • P.5-P.6 (10 students) 	<ul style="list-style-type: none"> • The program was provided by the school social worker in collaboration with the Jockey Club Joyful TEEN Project, run by the Suicide Prevention Service, during four sessions of ECA Multi-Intelligence on Fridays. This program focused on using Music Therapy to enhance students' awareness of mental health. • According to student questionnaires: 71% of students agreed that the group improved their mental health knowledge. 71% also felt that the group increased their willingness to seek help. All students expressed satisfaction with the group. • Throughout the sessions, students engaged in activities that allowed them to use music to express their feelings. Observations from teachers and feedback from students indicated that participants felt relieved after joining the program. • For detailed evaluation statistics, please refer to the results of the group questionnaires.
4.6 Health Ambassador Training Group	<ul style="list-style-type: none"> • To increase students' knowledge of Physical Wellness • To enhance students' awareness of maintaining a positive healthy lifestyle 	<ul style="list-style-type: none"> • 04/2025-05/2025 	<ul style="list-style-type: none"> • 4 	<ul style="list-style-type: none"> • P.3-P.4 (12 students) 	<ul style="list-style-type: none"> • The program was provided by the school social worker in collaboration with the United Christian Nethersole Community Health Service during four sessions of ECA Story Timmy on Tuesdays. • Throughout the sessions, students learned about common infectious diseases and injuries among school children. Additionally, they gained insights into healthy diets and exercise, which could enhance their overall lifestyle. • Observations by the school

					social worker and feedback from students indicated that they felt more confident in supporting their classmates and promoting a healthy lifestyle at school following the training.
4.7 Cyber Addiction Therapeutic Group	<ul style="list-style-type: none"> To enhance students' insight into their online habits To understand the impact of cyber addiction and its effects on daily life 	• 03/2025-05/2025	• 6	• P.5-P.6 (12 students)	<ul style="list-style-type: none"> The program was provided by the school social worker in collaboration with the FEEL3 Youth at Cyber Risk Support Service during 6 sessions of ECA Multi-Intelligence on Fridays. Through a series of interactive sessions, students engaged in discussions, activities, and self-reflection. This approach fostered a deeper understanding of their relationship with electronic devices. According to the evaluation questionnaire, all students reported an improved understanding of the causes and impacts of internet addiction. They also learned effective strategies to avoid cyber addiction, equipping them with essential tools for responsible digital usage. For detailed evaluation statistics, please refer to the results of the group questionnaires.
4.8 Thinking Skills Training for SEN Students	<ul style="list-style-type: none"> The program aimed at improving students' logical and critical thinking skills It provided a chance for students to enhance their problem-solving skills Selected students from P.4 to P.6 were divided into 3 groups, with a total of 7 sessions for each group 	• 01/2025-02/2025	• 21	• P.4-P.6 (28 students)	<ul style="list-style-type: none"> The program was facilitated by the school social worker in cooperation with Heart In Life. Throughout all the sessions, students experienced using different thinking skills to complete tasks. Students learned to apply these skills in their learning. Observations and feedback indicated that students could articulate what they learned through the groups and apply these learning methods to their studies.
4.9 Exploring Hong Kong Group	<ul style="list-style-type: none"> The program helps newly arrived students enhance their social skills and adapt to Hong Kong and the local community 	• 05/2025-06/2025	• 7	• P.2-P.6 (11 students)	<ul style="list-style-type: none"> The program was facilitated by the school social worker in cooperation with Hong Kong Playground Association. Through engaging team-building games, students learned proper social skills

					<p>essential for forming friendships and working collaboratively. These activities were designed to foster communication, cooperation, and trust among participants, enabling them to successfully complete group tasks.</p> <ul style="list-style-type: none"> • The program included 3 outings that allowed students to explore local communities and experience some of Hong Kong's most iconic sites. These excursions not only helped students familiarize themselves with their new surroundings but also provided opportunities for practical learning and social interaction. • Observations and feedback from both teachers and students reflected high levels of engagement. Students actively participated in all activities and expressed enjoyment while exploring the vibrant culture and history of Hong Kong. • For the evaluation statistic, please refer to the result of questionnaires of the group.
4.10 Donation of school bags and stationaries by St. James Settlement	<ul style="list-style-type: none"> • The community resource aims at improving the learning conditions of underprivileged children aged 3-15 and creating a brighter future for them 	• 07/2025	• /	• P.1-P.6 students in need	<ul style="list-style-type: none"> • 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
5.1 P.6 Graduation Camp	<ul style="list-style-type: none"> • To enhance team spirit • To enhance the ability of problem solving • To provide opportunities for students to gain life experience in the natural environment and extend classroom learning 	• 14-16/4/2025	• 7	• P.6 students	<ul style="list-style-type: none"> • The social worker provided essential support to students during the graduation camp, ensuring a safe and positive experience. • The social worker effectively addressed any issues that arose while instructors were not present, helping to maintain a supportive environment for all participants. • Students enjoyed the graduation camp, which served as a quality time for

					<p>them to bond and share experiences with one another.</p> <ul style="list-style-type: none"> • Through various activities, the camp facilitated improvements in students' communication and problem-solving skills, equipping them with essential tools for their future interactions.
--	--	--	--	--	---

(VI) Activity for Parents and teachers

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
6.1 Parent day supporting program	<ul style="list-style-type: none"> • To provide different information, including social services for ethnic minorities, SEN information, health information...etc. to Non-Chinese parents. This would help to enlarge their network in the community 	<ul style="list-style-type: none"> • 23/01/2025 • 08/07/2025 • 11/07/2025 	<ul style="list-style-type: none"> • 3 	<ul style="list-style-type: none"> • Parents 	<ul style="list-style-type: none"> • The school social workers played a key role during Parents' Day by facilitating meetings with parents. • They provided valuable information about community resources available to families in need, ensuring that parents had access to the support services that could benefit them and their children.
6.2 Parent and Child Fun Workshop	<ul style="list-style-type: none"> • To enhance communication and relationship between parents and children through activities 	<ul style="list-style-type: none"> • 29/10/2024 • 06/2025 	<ul style="list-style-type: none"> • 5 	<ul style="list-style-type: none"> • 10 families (21 students and parents) 	<ul style="list-style-type: none"> • The group collaborated with the Social Welfare Department (SWD), which provided all necessary materials and covered expenses for the activities. • Parents and children thoroughly enjoyed playing games and making handicrafts together. Feedback from both parents and children was overwhelmingly positive; they agreed that the group activities significantly enhanced their parent-child communication and expressed satisfaction with the organization and arrangement of the events.

(VII) Administration Work and others

Services / Programmes	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
• Multi-disciplinary Case Conferences with HA and NGOs	• 09/2024-07/2025	• /	• Parents and staffs from HA and NGOs	• The social worker attended the case conference and meetings with other disciplines to discuss the welfare plan for the student. During these discussions, various resources were explored to support both the student and their family, ensuring a comprehensive approach to their needs.
• School Meeting	• 09/2024-07/2025	• /	• Parents and students	• Attended different school meetings such as the IEP meetings, meetings with EP, the school Discipline and Counselling team, the Student Support Team meetings, etc.
• Assessment and Examination Invigilation for SEN students	• 09/2024-07/2025	• /	• SEN students	• The social worker supervised the invigilation for SEN students.
• Contact with SWD & NGOs	• 09/2024-07/2025	• /	• Staff of SWD & NGOs	• Maintained close contact and relationship with SWD & NGOs to network suitable and valuable resources for the school.
• School Functions	• 09/2024-07/2025	• /	• Parents and students	• Assisted with the school Opening Ceremony, School Trip, Sports Day etc.
• Board	• 09/2024-07/2025	• /	• 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**

This school year, 12 cases were managed, including 5 carried over from last year. The primary issues identified were behavioral problems (50%), emotional problems (25%), lack of social skills (8%), and learning problems (7%). 75% of the cases involved senior grade students (P.4 - P.6), primarily facing challenges linked to school pressure and interpersonal relationships. The school social worker frequently engaged with these students during recess and lunch. Additionally, one P.1 student with special needs required significant classroom support for social and behavioral issues. Emotional concerns, such as excessive anxiety and outbursts, were also prevalent. Cases involving lack of social skills and behavioral issues predominantly affected students with special educational needs. To address these, the social worker implemented various intervention strategies, including individual counseling, group work, communication with parents and teachers, and community support, all aimed at enhancing student progress effectively.

2. Groups and programs

To align with the school's major concerns and address the developmental needs of all students, the social worker organized multi-group activities focused on enhancing positive emotions, social and communication skills, and positive life attitudes. These activities offered students opportunities to reflect on themselves, interact with peers, and build meaningful relationships. Furthermore, students were encouraged to explore their interests and potential through participation in these engaging programs.

3. Consultation Services

The main problems identified during consultations included inadequate self-care abilities, lack of social skills, insufficient learning motivation, behavioral issues, emotional challenges, and family problems.

Among these, behavioral problems and peer conflicts were the primary concerns. Therefore, collaboration between the Discipline and Counselling Team and the Student Support Team was crucial. Throughout the year, team members worked together effectively to address these issues.

4. Community service collaboration

The social worker maintained strong partnerships with community organizations, which provided essential manpower and program support to the school. These collaborations facilitated diverse activities and offered valuable resources for students and parents. Through workshops programmes and informational sessions, families engaged more fully with the school community. The social worker also sought feedback to tailor programs to meet specific needs, ensuring resources are relevant and accessible. Committed to ongoing collaboration, the social worker aims to enhance community resources, empowering families and promoting positive outcomes for students.

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

1. The social worker primarily collaborated with the Discipline and Counselling Team and the Student Support Team. Despite being in the first year at the school, the social worker established trustworthy relationships with various stakeholders, including school personnel, students, and parents. This strong support network has been instrumental in ensuring that the social worker's efforts run smoothly and effectively, fostering a positive environment for both students and staff.
2. In summary, I am deeply grateful for the strong support and trust from the school principal regarding my work. Their encouragement has been vital in navigating challenges. I also appreciate the reliable assistance from the team leaders of the Discipline and Counseling Team, the Student Support Team, and all the teachers. These collaborative efforts have enabled me to implement initiatives successfully, allowing students to achieve continuous progress in their development. Together, we are creating a supportive atmosphere that nurtures both academic and personal growth for all students.

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

1. To promote positive education, the school can continue teaching students about the 24 character strengths next year. Filming a video to introduce these concepts and broadcasting it on Campus TV would engage students and foster a culture of positivity.
2. With the Mandatory Reporting of Child Abuse Ordinance taking effect on January 20, 2026, schools should consider hosting workshops for parents to explain the regulations and raise awareness of child protection.
3. Promoting students' mental health is a key focus of the school. It is recommended that workshops and activities be organized next year to raise awareness about mental health and enhance students' resilience and emotional regulation skills, creating a supportive environment for their well-being.
4. Enhancing family support and providing parent education through home-school cooperation is essential.
5. A strong partnership with community organizations can ensure valuable resources for the school. Maintaining close cooperation with NGOs will benefit programs such as interest groups, training activities, parent-child programs, and support for students' talents and experiences.

Prepared by: LEE Yan-yi, Venus (Name)

School Social Worker (Post)

Contact Tel. No.: 2121-1829

I. Evaluation for Government Funding

1. Evaluation for ‘Capacity Enhancement Grant’

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
<ul style="list-style-type: none"> Relieving teachers’ workload for curriculum development 	<ul style="list-style-type: none"> To employ 1.5 full-time janitors and 1 part-time janitor to assist in the daily routines, for example, cleaning and photocopying 	<ul style="list-style-type: none"> 09/2024 - 08/2025 	<ul style="list-style-type: none"> A sum of \$467,334.60 was used to cover the salary and MPF of 1.5 full-time janitors and 1 part-time janitor from 01/09/2024 to 31/08/2025. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Support teachers’ teaching with Information Technology 	<ul style="list-style-type: none"> To purchase consumables, IT equipment and online services 	<ul style="list-style-type: none"> 09/2024 - 08/2025 	<ul style="list-style-type: none"> A sum of \$571,304.73 was used to purchase consumables, IT equipment and online services from 01/09/2024 to 31/08/2025. 	<ul style="list-style-type: none"> IT team has purchased consumables, IT equipment and online platform to enhance school IT facility and online learning. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Support teachers’ teaching with Information Technology 	<ul style="list-style-type: none"> To employ TSS or purchase on-site TSS service 	<ul style="list-style-type: none"> 09/2024 - 08/2025 	<ul style="list-style-type: none"> A sum of \$304,170.00 has been used to purchase on-site TSS service provided by Speedy Group Limited from 01/09/2024 to 31/08/2025. 	<ul style="list-style-type: none"> On-site TSS had supported the teachers with the use of IT. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> To expand the number of teaching assistants and counsellor in order to provide extra support for SEN students 	<ul style="list-style-type: none"> To employ 0.8 teachers and 2.2 full-time teaching assistants 	<ul style="list-style-type: none"> 09/2024 - 08/2025 	<ul style="list-style-type: none"> A sum of \$742,886.75 was used to cover the salary and MPF of 0.8 teachers and 2.2 full-time teaching assistants from 01/09/2024 to 31/08/2025. 	<ul style="list-style-type: none"> According to the appraisal system, the performances of the teachers and teaching assistants were satisfactory. 	<ul style="list-style-type: none"> The hiring of teaching assistants was necessary to provide in-class support for SEN students.
<ul style="list-style-type: none"> To provide different training programmes for SEN students to help them learn effectively in normal school 	<ul style="list-style-type: none"> Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased 	<ul style="list-style-type: none"> 09/2024 - 08/2025 	<ul style="list-style-type: none"> A sum of \$446,345.33 was used to purchase different training services and learning aids. (Dyslexia training \$40,000, Behavior training \$36,000, Memory, thinking, Problem-solving skills and concentration \$31,234.00, Speech therapy \$95,000, Stationery \$16,294.40, Paired-reading materials \$702.50, Learning materials \$129,342.23, Prize \$22,022.20, ICAS \$2,800, Other training \$63,800, Other (F&E) \$9,150) 	<ul style="list-style-type: none"> According to the lesson observations and the progress reports of the students, the performances were satisfactory. 	<ul style="list-style-type: none"> 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						
• Pizza Making Workshop	0	30	14	• 44	• 14-15/04/2025	• \$8,372	• Observation	• Pizza Express	• Students' interest in balanced diet was fostered. They have cultivated valuable life skills.
• Peak Tour	0	41	10	• 51	• 19/06/2025	• \$12,935	• Observation	• Peak Tram Madame Tussauds	• Students explored the development of Hong Kong and they understood more about the past of Hong Kong.
• Exploration with Dolphins in Ocean Park	0	35	5	• 40	• 13/06/2025	• \$12,902	• Observation	• HK Ocean Park	• Students acquired an understanding of various knowledge and theories about sea animals.
• Chocolate Workshop	0	41	12	• 30	• 23/6/2025	• \$31260	• Observation	• Hello Cocoa	• Students understood how to make chocolate to enhance flavor and explored ways to prepare meals that were both delicious and nutritious. They respect the culture of different countries as well.
• Cooking Class	0	30	10	• 40	• 1 st & 2 nd term	• \$2,480.54	• Observation	• /	
• STEAM Workshop in Legoland	0	42	10	• 52	• 07/07/2025	• \$18,180	• Observation	• Excellent Education Company Limited	• Students acquired an understanding of various knowledge and theories about STEAM.
Total no. of activities: 6									
[Ⓔ] No. of man-times	0	219	61		Total Expenses	\$86,129.54			
^{**} Total no. of man-times	280								

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 in 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 Positive Ambassadors during lunch and morning class teacher period.
- Students of the senior classes carried out the Positive Ambassadors duties 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 ‘My Emotion Diary’.

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 Positive Ambassadors which is supervised under EP.
- Students with ALAs are enhanced through the programme of ‘My Emotion Diary’ by school subject teachers.
- Some thinking skills trainings are provided to students with ALAs.

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 Positive Education’ to provide support for all teachers.

6. Evaluation for 'Enhanced Additional Funding - Support for NCS students'

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
<ul style="list-style-type: none"> To support the learning and personal development of NCS students 	<ul style="list-style-type: none"> To employ 2.6 teachers, 2 full-time teaching assistant and 1 part-time teaching assistant to assist in organizing activities and supporting the learning of NCS students 	<ul style="list-style-type: none"> 09/2024 - 08/2025 	<ul style="list-style-type: none"> A sum of \$1,783,088.20 was used to cover the salary and MPF of 2.6 teachers, 1 full-time teaching assistant and 1 part-time teaching assistant from 01/09/2024-31/08/2025. 	<ul style="list-style-type: none"> We had employed 2.6 teachers, 2 full-time teaching assistants and 1 part-time teaching assistant to help support the learning and teaching of NCS students. 	<ul style="list-style-type: none"> It was suggested to employ additional manpower for Chinese teaching, and we would like to continue hiring extra teachers next year.
<ul style="list-style-type: none"> To develop a tailor-made NCS Chinese curriculum and Chinese inter-disciplinary curriculum to cater to their needs of learning 	<ul style="list-style-type: none"> To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater to NCS students 		<ul style="list-style-type: none"> A sum of \$19,887.38 was used to develop a tailor-made NCS Chinese curriculum, Chinese interdisciplinary curriculum, and buy Chinese teaching materials to support NCS students from 01/09/2024-31/08/2025. 	<ul style="list-style-type: none"> According to the findings of the school-based student questionnaire, over 95% of students agreed that the Chinese curriculum and teaching aids facilitated their learning of the subject. Teachers' observations further indicated an improvement in students' learning motivation. 	<ul style="list-style-type: none"> A tailor-made Chinese curriculum should continue to be provided for NCS students in the coming year.
<ul style="list-style-type: none"> To stimulate NCS students' interest in Chinese learning 	<ul style="list-style-type: none"> Buy various IT equipment and E-learning platforms to enhance the interaction in class so as to enhance students' Chinese learning motivation 		<ul style="list-style-type: none"> A sum of \$82,639.48 was used to develop a Chinese E-learning Platform and buy IT equipment from 01/09/2024-31/08/2025. 	<ul style="list-style-type: none"> Findings from the school-based student questionnaire indicated that over 95% of students were able to learn Chinese effectively through the use of Chinese E-learning Apps. Teachers' observations further revealed an enhancement in students' motivation to learn Chinese. 	<ul style="list-style-type: none"> It was recommended that the development of Chinese E-learning Apps be continued and that additional IT equipment be procured to support Chinese teaching in the coming year.
<ul style="list-style-type: none"> To deliver various programs and activities so as to help improve the learning and teaching of NCS students 	<ul style="list-style-type: none"> Organise different activities for NCS students to support their learning 		<ul style="list-style-type: none"> A sum of \$157,404.78 was used to organize traditional Chinese activities and ECA e.g. Chinese New Year, Mid-Autumn Festival & Chinese Drama Training. 	<ul style="list-style-type: none"> Findings from the school-based student questionnaire showed that over 95% of students agreed their motivation in learning Chinese had been enhanced through participation in various activities. 	<ul style="list-style-type: none"> It was recommended that various programmes and activities continue to be implemented to enhance 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
<ul style="list-style-type: none"> Nurturing a good reading culture in schools Enabling students to derive pleasure and enjoyment from reading Upgrade students' reading skills and capability to use language 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 09/2024 - 08/2025 	<ul style="list-style-type: none"> A sum of \$25,043.85 was used to purchase printed books 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
<ul style="list-style-type: none"> To expand the number of teaching assistants to provide extra support for SEN students 	<ul style="list-style-type: none"> To employ 2 teaching assistants 	<ul style="list-style-type: none"> 09/2024-08/2025 	<ul style="list-style-type: none"> A sum of \$326,726.75 was used to cover the salary and MPF of 2 full-time teaching assistants from 09/2024 to 08/2025. 	<ul style="list-style-type: none"> According to the appraisal system, the performances of the teaching assistant were satisfactory. 	<ul style="list-style-type: none"> The hiring of teaching assistants was necessary to provide in-class support for SEN students.
<ul style="list-style-type: none"> To promote cultural diversity at school 	<ul style="list-style-type: none"> To hold different cultural exchange activities at school and help students integrate into society 		<ul style="list-style-type: none"> A sum of \$10,025.30 was used to purchase different materials to hold the cultural exchange activities and performances. 	<ul style="list-style-type: none"> According to the reflection of the activities and performance, all of the students liked and enjoyed the activities and performance. 	<ul style="list-style-type: none"> 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
2024-2025 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	36	\$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:	36	\$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 KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them.									
1	Chinese Drum performance	Arts (Music)	8	\$1,015.00			✓		
2	Indian dance competition	Physical Education	8	\$3,295.00			✓		
3	P6 Visit to WEEE. PARK	General Studies	10	\$6,990.00		✓			
4	P1-3 Chamber Music Appreciation	Arts (Music)	17	\$4,750.00			✓		
5	Dodge Disc Tournament	Physical Education	6	\$1,800.00			✓		
Expenses for Category 1			49	\$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			49	\$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): FOK Wing Nam Queenie (PSM)	

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

2024-2025 Report on the Use of the Life-wide Learning Grant
Po Kok Primary School

Schools are required to upload this Report or the School Report which consists 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 ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
1	Panel-based Activities (GS) Visit to Hong Kong Museum of History	Sep 2024	P6	68	\$2,330.00	\$34.26	E2	General Studies	Observation	✓	✓			
2	Animal Protection Carnival	Nov 2024	P4-6	6	\$2,330.00	\$388.33	E2	Values Education	Observation	✓				
3	Music Appreciation	Sep 2024	P5-6	11	\$500.00	\$45.45	E7	Arts (Music)	Observation			✓		
4	Visit to the China Science Technology Fair	Jan 2025	P4-5	20	\$1,750.00	\$87.50	E2	Science	Observation		✓			
5	School Picnic	Nov 2024	P1-6	396	\$93,423.80	\$235.92	E1, E2, E5, E7	Physical Education	Observation			✓		
6	One Person, One Flower	Sep 2024-Oct 2024	P1-6	396	\$4,340.90	\$10.96	E7	General Studies	Observation				✓	
7	Panel-based Activities (GS) Visit to the Lions Nature Education Centre	Feb 2025	P1	75	\$5,250.00	\$70.00	E2	General Studies	Observation		✓			
8	Panel-based Activities (ME) 100 School Days	Jan 2025-Apr 2025	P1	75	\$16,643.69	\$221.92	E7	Moral, Civic and National Education	Observation	✓				
9	Panel-based Activities (ME) School History Activity	Dec 2024-May 2025	P1-6	396	\$8,507.00	\$21.48	E7	Moral, Civic and National Education	Observation	✓				
10	Panel-based Activities (English) Halloween Day	Oct 2024-Nov 2024	P1-6	396	\$4,034.07	\$10.19	E7	English Language	Observation		✓			
11	Panel-based Activities (GS)	Oct 2024 - Jul 2025	P1-6	396	\$1,439.77	\$3.64	E7	General Studies	Observation		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
12	Panel-based Activities (ME) National Education Activity	May 2025 - Aug 2025	P1-6	396	\$2,322.00	\$5.86	E2, E7	Moral, Civic and National Education	Observation	✓				
13	Sports Day	Mar 2025	P1-6	396	\$43,901.15	\$110.86	E1, E7	Physical Education	Observation			✓		
14	Panel-based Activities (PE)	Sep 2024 - Jun 2025	P1-6	396	\$9,642.81	\$24.35	E7	Physical Education	Observation			✓		
15	Panel-based Activities (Music)	Nov 2024 - May 2025	P1-6	396	\$928.33	\$2.34	E7	Arts (Music)	Observation			✓		
16	Panel-based Activities (CS) Typing Competition	Nov 2024	P1-6	396	\$490.00	\$1.24	E1	Cross-Disciplinary (STEAM)	Observation		✓			
17	Panel-based Activities (Library)	Dec 2024 - Apr 2025	P1-6	396	\$17,880.00	\$45.15	E7	Others, please specify: Library	Observation		✓			
18	Post Exam Activities - PE Game Day	Jul 2025	P1-6	396	\$6,586.02	\$16.63	E7	Physical Education	Observation			✓		
19	Post Exam Activities - STEAM for all Fun Day	Jul 2025	P1-6	396	\$1,973.00	\$4.98	E7	Cross-Disciplinary (STEAM)	Observation		✓			
20	Post Exam Activities - STEAM Training	Jan 2025 - Jul 2025	P1-6	396	\$118,205.00	\$298.50	E6, E7	Cross-Disciplinary (STEAM)	Observation		✓			
21	Post Exam Activities - STEM competition	Aug 2025	P3-5	16	\$1,632.00	\$102.00	E1	Cross-Disciplinary (STEAM)	Observation + Result		✓			
22	Post Exam Activities - (Maths) Visit to Monopoly Dreams	May 2025	P5	74	\$11,258.00	\$152.14	E1, E2	Mathematics	Observation		✓			
23	Indian Dance Team	Sep 2024 - Jul 2025	P3-6	19	\$15,674.32	\$824.96	E2, E7	Physical Education	Observation			✓		
24	English Opera Team	Sep 2024 - Jul 2025	P3-6	11	\$48,787.00	\$4,435.18	E2, E5, E6	English Language	Observation		✓			
25	Musical Drama Team	Sep 2024 - Jul 2025	P3-6	11	\$3,091.00	\$281.00	E7	Arts (Music)	Observation			✓		
26	P6 Graduation Camp	Apr 2025	P6	68	\$75,235.00	\$1,106.40	E1, E2, E5	Student Mental Health	Observation	✓				
27	Uniform Group Activities	Sep 2024 - Jul 2025	P3-6	34	\$60,658.00	\$1,784.06	E1, E2, E7	Citizenship and Social Development	Observation				✓	
28	CYC Day Camp	Apr 2025	P5-6	30	\$3,692.00	\$123.07	E2, E7	Citizenship and Social Development	Observation				✓	
29	Competition and Performance (Speech Festival)	Sep 2024 - Jan 2025	P1-6	44	\$11,198.00	\$254.50	E1, E2, E7	Chinese Language	Observation + Result		✓			

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
30	Competition and Performance (Music Festival)	Sep 2024 - Nov 2024	P3-6	18	\$2,720.00	\$151.11	E1	Arts (Music)	Observation + Result			✓		
31	Competition and Performance (School Dance Festival)	Oct 2024 - Nov 2024	P3-6	15	\$2,060.00	\$137.33	E1, E7	Physical Education	Observation + Result			✓		
32	Competition and Performance (Football Competition)	Sep 2024 - Jan 2025	P3-6	12	\$20,851.98	\$1,737.67	E1, E2, E7	Physical Education	Observation + Result			✓		
33	Competition and Performance (Handchimes Competition)	Oct 2024 - Feb 2025	P3-5	12	\$2,377.59	\$198.13	E1, E7	Arts (Music)	Observation + Result			✓		
34	Competition and Performance (Sport Competition)	Oct 2024 - Aug 2025	P1-6	396	\$21,157.00	\$53.43	E1, E2, E7	Physical Education	Observation + Result			✓		
35	Competition and Performance (Chinese Drum Performance)	Oct 2024 - Apr 2025	P3-6	14	\$11,601.40	\$828.67	E2, E7	Arts (Music)	Observation + Result			✓		
36	Competition and Performance (Photo Taking Competition)	Nov 2024	P3-6	10	\$2,625.00	\$262.50	E2	Cross-Disciplinary (STEAM)	Observation + Result		✓			
37	Competition and Performance (Short Film Competition)	Dec 2024	P6	3	\$213.00	\$71.00	E7	Cross-Disciplinary (STEAM)	Observation + Result		✓			
38	Competition and Performance (Speech Competition)	Apr 2025 - Jul 2025	P1-6	48	\$5,860.00	\$122.08	E2	English Language	Observation + Result		✓			
39	Employ Professional Coaches for ECA (Kung Fu)	Sep 2024 - Jul 2025	P3-6	16	\$11,050.00	\$690.63	E5	Physical Education	Observation			✓		
40	Employ Professional Coaches for ECA (Taekwondo)	Sep 2024 - Jul 2025	P3-6	19	\$8,800.00	\$463.16	E5	Physical Education	Observation			✓		
41	Employ Professional Coaches for ECA (Hockey)	Sep 2024 - Jul 2025	P3-6	15	\$8,800.00	\$586.67	E5	Physical Education	Observation			✓		
42	Employ Professional Coaches for ECA (Chinese Drum)	Sep 2024 - Jul 2025	P4-6	13	\$780.00	\$60.00	E5	Arts (Music)	Observation			✓		
43	Employ Professional Coaches for ECA (Choir)	Sep 2024 - Jul 2025	P3-6	34	\$15,300.00	\$450.00	E5	Arts (Music)	Observation			✓		
44	Employ Professional Coaches for ECA (Choral Speaking)	Sep 2024 - Jul 2025	P3-6	44	\$5,183.13	\$117.80	E5, E7	English Language	Observation		✓			
45	Employ Professional Coaches for ECA (Handchimes)	Sep 2024 - Jul 2025	P3-5	13	\$21,180.00	\$1,629.23	E5, E7	Arts (Music)	Observation			✓		
	Employ Professional Coaches for ECA (Chinese Drum)	Sep 2024 - Jul 2025	P3-5	14	\$8580	\$612.86	E5, E7	Arts (Music)	Observation			✓		
46	Understanding cultural festivals activities	Sep 2024 - Jul 2025	P1-6	396	\$8,418.80	\$21.26	E7	Moral, Civic and National Education	Observation	✓				

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain ¹ (Including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
47	Understanding Buddhism activity	May 2025	P1-6	396	\$3,183.18	\$8.04	E7	Moral, Civic and National Education	Observation	✓				
48	P6 Graduation workshop	Jul 2025	P6	68	\$3,805.00	\$55.96	E2	Student Mental Health	Observation					✓
49	Ocean Park workshop	Jul 2025	P4	20	\$29,927.00	\$1,496.35	E1, E2, E6	General Studies	Observation	✓				
50	Jellyfish program	Sep 2024-Jul 2025	P1-6	396	\$35,000.00	\$88.38	E7	General Studies	Observation	✓				
51	STEM workshop	Jan 2025	P1-6	396	\$30,680.00	\$77.47	E7	Cross-Disciplinary (STEAM)	Observation		✓			
52	Panel-based Activities (GS) Visit to Tai Tam Country Park	Feb 2025	P2	51	\$2,050.00	\$40.20	E2	General Studies	Observation		✓			
53	Panel-based Activities (GS) Visit to CLP Power Low Carbon Energy Education Centre	Feb 2025	P3	53	\$4,060.00	\$76.60	E2	General Studies	Observation		✓			
54	Panel-based Activities (GS) Visit to Palace Museum	Feb 2025	P5	74	\$4,460.00	\$60.27	E2	General Studies	Observation		✓			
55	Commission on Children Activity	Feb 2025	P2-3	20	\$4,927.08	\$246.35	E2, E7	Values Education	Observation	✓				
56	Panel-based Activities (GS) Visit to Tai Kwun	Feb 2025	P4	75	\$5,250.00	\$70.00	E2	General Studies	Observation		✓			
Sub-total of Item 1.1				8,747	\$854,603.02									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Guizhou 4-day Sports and Performing Arts Tour	Jun 2025	P3-6	16	\$86,380.00	\$5,398.75	E3, E4	Moral, Civic and National Education	Observation	✓				
2	2-Day Zhuhai Space Technology Tour	Jan 2025	P4-6	50	\$61,280.00	\$1,225.60	E3, E4	Moral, Civic and National Education	Observation	✓				
Sub-total of Item 1.2				66	\$147,660.00									
Expenses for Category 1				8,813	\$1,002,263.02									

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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	\$1,608.00
2	Soft Clay Modelling materials	ECA lessons	\$460.00
3	Board Game materials	ECA lessons	\$3,625.05
4	Gardening materials	ECA lessons	\$833.80
5	Flower Design materials	ECA lessons	\$3,611.05
6	Healthy Cooking materials	ECA lessons	\$1,028.10
7	Origami materials	ECA lessons	\$591.00
8	Puppet Story Telling materials	ECA lessons	\$1,772.00
Expenses for Category 2			\$13,529.00
Expenses for Categories 1 & 2			\$1,015,792.02

Category 3: Number of Student Beneficiaries

Total number of students in the school:	396
Number of student beneficiaries:	396
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Fok Wing Nam Queenie
Post of Contact Person for LWL:	PSM-ENG

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

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

11. Evaluation for ‘Sister School Exchanges’

Name of the Mainland Sister School:

- (1) Shantou Jinyang Primary School
- (2) Regents Primary School of Shenzhen
- (3) Huizhou No.11 Elementary School
- (4) Xing Cheng Primary School Affiliated to Nanjing Normal University

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"> • Shenzhen Art Exchange Programme (Regents Primary School of Shenzhen) 	<ul style="list-style-type: none"> • To enhance students’ understanding of the recent development of the Mainland through visiting the sister school • To promote peer learning among students through art exchange activities • To provide students an authentic language environment in the learning of Putonghua 	<ul style="list-style-type: none"> • Principal, 4 teachers and 10 students visited Regents Primary School of Shenzhen on 29th October 2024 for the art exchange programme. • Po Kok students showcased their talents through an Indian dance performance and a Henna demonstration. Both performances captivated the audience and enhanced appreciation for various art forms that reflect students’ cultural traditions. • Students from Shenzhen delivered outstanding crosstalk (xiangsheng) and martial arts performances, highlighting the beauty of Chinese traditional arts. • The bond between the two schools was deepened through these activities. Students also had learnt more about Chinese arts in the activity. 	<ul style="list-style-type: none"> • The activity fostered cultural exchange through engaging performances. Students were amazed by the movements and techniques displayed in crosstalk and martial arts performances. It inspired students with greater curiosity and respect for the Chinese traditional arts. Besides, the activity also provided an valuable opportunity for students to share their cultures and traditions with their peers. • Students enjoyed the activity. The school would continue to organise exchange programmes for arts or other themes to enrich students’ experience.
2.	<ul style="list-style-type: none"> • Huizhou Dongjiang Study Tour (Huizhou No.11 Elementary School) 	<ul style="list-style-type: none"> • To enhance students’ understanding of the close relationship between the country and Hong Kong • To develop friendship among students and teachers from sister school 	<ul style="list-style-type: none"> • To commemorate and celebrate the 60th anniversary of Dongjiang water supply to Hong Kong, the study tour was held on 27th-28th February 2025 to promote peer learning among students from Po Kok and Huizhou for the deep connection between the motherland and Hong Kong. • Principal, 5 teachers and 30 students participated in the study tour. Students gathered 	<ul style="list-style-type: none"> • The study tour significantly enhanced students’ understanding about sustainability and cultural awareness through peer learning activities. Besides, students showed excitement as they could explore the school campus and interact with their mainland peers. The activities allowed them to connect and share

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
		<ul style="list-style-type: none"> To provide students an authentic language environment in the learning of Putonghua 	<p>at Huizhou No.11 Elementary School to enjoy some welcoming performance and various activities in the guided tour of the school. Students also visited Dongjiang Water Regime Education Base and other cultural heritage sites in Huizhou to learn about the importance of water resource management as well as Chinese history.</p> <ul style="list-style-type: none"> The activity offered students with the experience in learning in the education environment in Mainland China and allowed them to establish friendships with mainland students. 	<p>experiences.</p> <ul style="list-style-type: none"> The school plans to seek opportunities to collaborate with the sister school for future exchange tours. To foster deeper connections among students, it would be beneficial to extend the interaction periods during these activities.
3.	<ul style="list-style-type: none"> Nanjing Sister School Contract Signing Ceremony (Xing Cheng Primary School Affiliated to Nanjing Normal University) 	<ul style="list-style-type: none"> To expand the sister school network and plan for future exchange activities 	<ul style="list-style-type: none"> The ceremony was held on 28th April 2025. The school had successfully established partnership with Xing Cheng Primary School to promote professional interflows and cultural exchanges. 	<ul style="list-style-type: none"> The pairing up enabled the school to plan for future visits and activities to broaden students' horizon. The school will continue to seek opportunities to initiate collaboration with the sister school.
4.	<ul style="list-style-type: none"> Ocean Park Ecological Conservation Exchange Programme (Regents Primary School of Shenzhen) 	<ul style="list-style-type: none"> To facilitate exchange and sharing among students through learning activities To raise the awareness of ecological conservation among students To broaden students' horizons through diversified learning experiences 	<ul style="list-style-type: none"> The exchange programme was held on 25th June 2025. Students from the sister school in Shenzhen were invited and visit the school campus and explore about the school facilities in various activities. 4 teachers and 20 students participated in the "Little Biological Investigator" activities at Ocean Park, where they collaborated with mainland students to observe and record their findings about various animals. Po Kok students worked together with mainland students in group discussions and games. They shared about what they learnt in the debriefing session. 	<ul style="list-style-type: none"> The programme fostered teamwork and allowed students to share their findings and ideas in the ecological conservation activities, enriching their overall learning experience. During the debriefing session, they reflected on their observations and articulated what they had learned, enhancing their communication skills. Overall, the programme successfully facilitated cultural exchange and peer learning, broadening the horizons of all participants.

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	Shenzhen Art Exchange Programme (Regents Primary School of Shenzhen)	Tour fees for visiting Mainland sister school	\$11,175.00	Tour fees
		Expenses on exchange activities	\$5,717.09	Materials for arts exchange activities
		Expenses on other materials used in the exchanges	\$5,900.00	T-shirts and jackets
		Transportation fees	\$2,290.00	Bus fee for picking up and dropping off students
2.	Huizhou Dongjiang Study Tour (Huizhou No.11 Elementary School)	Tour fees for visiting Mainland sister school	\$52,650.00	Tour fees
		Expenses on equipment for exchange activities	\$49,590.00	Procurement of equipment for printing henna art designs
		Expenses on exchange activities	\$5504.82	Materials for arts exchange activities
		Expenses on other materials used in the exchanges	\$2480.00	T-shirts and tour bags
		Expenses on meals for students	\$1783.90	Food for participating students
3.	Nanjing Sister School Contract Signing Ceremony (Xing Cheng Primary School Affiliated to Nanjing Normal University)	Transportation fees	\$2408.00	Transportation to Nanjing
4.	Ocean Park Ecological Conservation Exchange Programme (Regents Primary School of Shenzhen)	Programme fees	\$14,190.00	Ocean Park Programme fees
		Expenses on other materials used	\$2576.37	Programme T-shirts
		Total:	\$156,265.18	/
		Annual Balance of Grant:	\$111,380.51	/

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	• \$5,686.30	<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	• 54,313.70	

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

Item No.	Name of activities	Aims	Actual Expenses	Achievement	Evaluation
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 	• \$7,449	• 4Rs folders and leaflets related to mental health suggestions for parents were designed and distributed.	• The school-based materials provided for parents were useful to enhance their knowledge and skills on mental health. It was suggested that materials can be available in multiple formats (print, online, video) and languages to accommodate diverse families.
2.	• Parent-child Laughter Yoga Workshop	• Improve physical, mental, and spiritual well-being among parents and child by combining intentional laughter with yogic breathing techniques	• \$6,300	• The workshop was organized for P.2 parents and students. Around 60 participants joined this workshop.	• The workshop proved to be a delightful and engaging experience. This turnout highlights parents' enthusiasm for exploring innovative approaches to mental well-being and stress relief.
3.	• Purchase of materials related to the support of parents' mental health activities	• Provide parents with educational resources that deepen their understanding of mental health	• \$4451	• Materials were purchased for holding various kinds of mental health activities for parents.	• The materials acquired have effectively enhanced parents' understanding of mental health issues and helped them relax their personal stress as parents.

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

Item No.	Name of activities	Aims	Actual Expenses	Achievement	Evaluation
1.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> \$18,000 	<ul style="list-style-type: none"> A Chinese Costumes Trial, Chinese blue-and-white porcelain and Fai Chun creation workshops were organized on Parents' Day to cultivate a positive relationship between parents and students and deepen their understanding towards Chinese culture. 	<ul style="list-style-type: none"> The workshops attracted a significant number of participants, indicating a strong interest in both cultural activities and family engagement through the hands-on experiences. It was suggested to continue organizing more stress-free workshops for parents and students.
2.	<ul style="list-style-type: none"> Parent Education Video 	<ul style="list-style-type: none"> Provide parents with essential information about child development, mental health, and effective parenting strategies 	<ul style="list-style-type: none"> \$1,400 	<ul style="list-style-type: none"> A video named "Unlocking the potential- Nurturing a growth mindset in our children" was produced for parents. 	<ul style="list-style-type: none"> Feedback from parents indicated a positive reception of the video. It was suggested that the possibility to continue with the production of parent education videos in various aspects.
3.	<ul style="list-style-type: none"> School-based materials for parent education 	<ul style="list-style-type: none"> Equip parents with the knowledge and skills to foster their children's healthy, happy, and balanced development, enhancing their own well-being, and promoting positive home-school communication 	<ul style="list-style-type: none"> \$12,200 	<ul style="list-style-type: none"> Leaflets and folders incorporating parent education details were designed and distributed to parents. 	<ul style="list-style-type: none"> Many parents reported that the materials sparked conversations about parenting challenges and strategies, contributing to a sense of community among families.
4.	<ul style="list-style-type: none"> Purchase of materials related to parent education 	<ul style="list-style-type: none"> Provide parents with educational resources that deepen their understanding of children development and positive parenting techniques 	<ul style="list-style-type: none"> \$2,673 	<ul style="list-style-type: none"> Materials were purchased for holding various kinds of parent education activities. 	<ul style="list-style-type: none"> The materials acquired have effectively enhanced parents' understanding of childhood development and positive parenting.

15. Evaluation for ‘Grant for Promotion of a Sports Ambience and MVPA60 in Schools’

Item No.	Name of activities	Aims	Actual Expenses	Achievement	Evaluation
1.	<ul style="list-style-type: none"> Organize or sponsor students to participate in diverse sports activities/learning activities/competitions 	<ul style="list-style-type: none"> Organize sports learning activities outside of physical education classes, such as Sports Day, Games Day, etc., to enable students to increase various sports experiences, enhance interest in sports, and establish a habit of regular exercise 	<ul style="list-style-type: none"> \$0 	<ul style="list-style-type: none"> PE team has organised Sports Day and Games Day to enhance students’ interest in sports. 	<ul style="list-style-type: none"> It was suggested to continue organising Sports Day and Games Day
	<ul style="list-style-type: none"> Purchase or improve school sports/ athletic equipment 	<ul style="list-style-type: none"> Purchase smart sports equipment such as reaction lights, smart ropes, etc., to attract more students to participate in different physical activities. Also, purchase various sports equipment to integrate into daily PE lessons and various extracurricular activities 	<ul style="list-style-type: none"> \$49800 	<ul style="list-style-type: none"> PE Team has purchased reaction lights, smart ropes to attract students to participate in different physical activities. 	<ul style="list-style-type: none"> It was suggested to continue purchasing different smart sports equipment to enhance students’ interests in physical activity.
	<ul style="list-style-type: none"> Develop/optimize policies related to developing active and healthy campuses/ ‘MVPA60’ 	<ul style="list-style-type: none"> Implement the plan of recess activity. Set up recess activity zones at different locations on campus, increase the time and opportunities for students to engage in physical activities on campus. Promote the campus sports atmosphere and “MVPA60” 	<ul style="list-style-type: none"> \$0 	<ul style="list-style-type: none"> PE Team has organised different recess activity zones to encourage students’ participation in physical activity at school. 	<ul style="list-style-type: none"> It was suggested to continue arranging vary recess activity zones for students to join.

16. Evaluation for ‘One-Off Grant for Supporting the Introduction of Primary Science’

Item No.	Area	Aims	Target	Actual Expenses	Evaluation Methods
1.	<ul style="list-style-type: none"> Carrying out minor renovations or purchasing furniture to optimise existing classroom facilities 	<ul style="list-style-type: none"> Carry out minor renovations or purchasing furniture to optimise InnoHub facilities (such as purchasing movable tables and chairs, installing additional sockets and cabinets, etc.) 	<ul style="list-style-type: none"> InnoHub 	<ul style="list-style-type: none"> \$282,850 	<ul style="list-style-type: none"> The renovation and purchases of furniture were completed. According to teacher observations, the room environment and facilities enable students to conduct experiments and other learning activities safely.

17. Evaluation for ‘School-Based Support Scheme Grant for Schools with Intake of Newly-arrived Children’

Item No.	Area	Aims	Target	Actual Expenses	Evaluation Methods
1.	<ul style="list-style-type: none"> Carrying out a programme for newly arrived children 	<ul style="list-style-type: none"> Implement the programme for newly arrived children to know more about Wan Chai district and Hong Kong. 	<ul style="list-style-type: none"> All newly arrived children joined the workshops and outings actively. They knew about Hong Kong and Wan Chai district well. 	<ul style="list-style-type: none"> \$49,000 	<ul style="list-style-type: none"> Teachers’ observation

18. 2025 年非華語學生暑期銜接課程檢討報告

[此報告須包括在 2024/25 學年學校周年報告內，並在 2025 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 2025 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 2025 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：	2025 年 7 月 14 日至 8 月 1 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
153	123	80%	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多元化的課程，旨在幫助學生更好地適應即將到來的新學年。課程內容包括中國成語故事讀書會、一系列的中華文化活動、語文學習小遊戲、中文朗讀活動、小一級校園遊覽活動等。透過這些語文學習活動，本校希望能激發非華語學生學習中文的興趣和自信，並確保升讀小一至小六的學生能夠在新學年順利融入以中文為主的課堂學習。

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，非華語小一新生在銜接課程中的表現不俗，他們大致能認識和適應新校園環境，並與新同學建立良好的關係。而在升讀小二至小六的非華語學生方面，大部分學生積極投入課堂活動，並勇於嘗試用中文與他人溝通。在老師的指導下，學生都能完成校本中文課業。總體而言，暑期銜接課程不僅有效幫助非華語學生為新學年的校園生活做好準備，還增強了他們的學習自信和對中文的興趣。

課程需檢討的地方：

來年本校的暑期銜接課程將繼續加入多樣化的學習元素，如參觀公共圖書館，讓學生更深入瞭解資源的運用和閱讀的重要性。此外，本校計劃安排一些實地考察和文化體驗活動，讓學生能在真實環境中運用中文，提升語言能力。

其他，例如獎勵計劃的內容（包括對象、形式等）及成效〔如適用〕：

為了鼓勵非華語學生在暑假期間繼續用心學習中文，並提升他們在暑期銜接課程的出席率，本校在課程結束前特別頒發參與證書給所有參加課程的學生。這不僅是對學生努力學習的肯定，也希望能激勵他們繼續積極參與往後的中文學習活動，增強學習動力，使他們在中文學習的旅程中更加自信和投入。

J. Financial Report

After Audit Adj Surplus from 8/23	Name of Account	Income	Expenditure	Balance
2,172,269.69	EOEBG Surplus b/f			2,172,269.69
	Admin / Revised Admin grant	1,102,248.00	1,103,098.00	(850.00)
	Air Conditioning Grant	348,787.50	341,972.50	6,815.00
	Basic/Baseline	1,009,693.96	1,114,381.13	(104,687.17)
	Capacity Enhancement Grant	565,684.00	467,334.60	98,349.40
	Composite Information Technology Grant	434,172.00	812,104.73	(377,932.73)
	Enhanced Speech Therapy Grant	146,025.00	95,000.00	51,025.00
	School Based Management Top Up Grant	53,385.00	55,369.00	(1,984.00)
	School Based Speech Therapy Admin Recurrent Grant	8,541.00	-	8,541.00
	Base School School-Based Speech Terapy Admin Recurrent Grant	8,541.00	-	8,541.00
	Top Up Student Guidance Service Grant	98,270.00	261,990.50	(163,720.50)
	SB Support Scheme for Newly Arrived Child Grant	73,831.00	49,000.00	24,831.00
	Understanding Adolescent Project Grant	150,938.00	147,764.00	3,174.00
2,172,269.69	Incomes/Expenditure under EOEBG Account	4,000,116.46	4,448,014.46	1,724,371.69
-	Community Care Fund Assistance Programme School Lunch (Note 1)	102,240.00	102,240.00	-
	Committee on Home-School Co-op Proj Grant	20,000.00	20,000.00	-
-	Daily Rate Supply Teacher Grant	-	-	-
-	Disbursement of Extra Recurrent Grant	-	-	-
-	Drama Festival Grant	3,600.00	3,311.15	288.85
914,415.00	Enhanced Additional Funding - Support for NCS students	1,657,264.00	2,045,555.14	526,123.86
31,600.01	Grant for Support NCS with SEN	320,307.00	336,752.05	15,154.96
330,435.54	Information Technology Staffing Support Grant	338,819.00	367,530.00	301,724.54
103,954.72	Learning Support Grant	1,287,351.00	1,131,447.08	259,858.64
470,940.27	Life-Wide Learning Grant	587,210.00	1,012,580.82	45,569.45
511,950.00	Moral & National Education Grant	-	141,395.00	370,555.00
	MPF (Admin/Rev admin grant)	55,112.40	55,112.40	-
-	NET Scheme Grant	-	-	-
-	Non-Chinese Speaking Children Bridging Programme	263,600.00	263,600.00	-
12,000.00	One-Off Grant for Mental Health at School	-	12,000.00	-
18,200.00	One-Off Grant for Mental Health Parent and Student	-	18,200.79	(0.79)
350,000.00	One-Off Grant on Introduction of Primary Science	-	282,850.00	67,150.00
177,500.00	One-Off Grant on Parent Education	-	34,273.00	143,227.00
150,000.00	One-Off Grant on Promotion of Sports Ambience	-	9,800.00	100,200.00
-	One-Off School-based Speech Therapy (SBST) Set-Up Grant	-	-	-
-	Other Recurrent Grant	353,500.00	353,500.00	-
32,193.51	Promotion of Reading Grant	33,088.00	31,397.45	33,884.06
-	Salaries Grant - Teaching Staff	23,151,090.92	23,151,090.92	-
-	Salaries Grant - Teaching Supporting Staff	747,015.00	747,015.00	-
49,655.45	School Based After-school Learning & Support Programme	39,000.00	86,129.54	2,525.91
-	One-off Grant for Promotion Chinese Culture Activities	300,000.00	-	300,000.00
-	One-off Grant for Promotion for English Language	200,000.00	-	200,000.00
-	One-off Grant for Promotion for Chinese Language (PTH)	200,000.00	-	200,000.00
102,660.00	School Social Work Service Grant	709,320.00	684,800.00	127,180.00
39,302.00	Consultation Service Grant	140,443.00	163,330.00	16,415.00
102,206.69	Grant for Sister School Scheme	165,439.00	156,265.18	111,380.51
-	Student Activities Support Grant	17,850.00	17,850.00	-
933,825.82	Teacher Relief Grant	1,616,182.50	1,639,624.17	910,384.15
4,330,839.01		32,308,431.82	32,907,649.69	3,731,621.14
6,503,108.70	Surplus for the year	36,308,548.28	37,355,664.15	5,455,992.83

Note 1	Expenses paid for lunch :	83,798.00
	Unspent fund will be clawed back by EDB	18,442.00
		<u>102,240.00</u>

K. Feedback on Future Planning

For Management and Organization, the self-evaluation system has been operating effectively, providing valuable insights to inform strategic planning. Within the enhanced School Development and Accountability framework, the school remains dedicated to continuous improvement and upholding accountability—both critical for advancing student learning outcomes. Looking ahead, the school will further enhance the Geese Program 4.0 to strengthen teacher professional development and inspire educators to stay current with emerging educational trends. Teachers will also be encouraged to participate in workshops that support their individual growth goals and align with modern pedagogical practices. Furthermore, the Micro Lesson Study Scheme will be expanded to improve teaching effectiveness and foster greater professional collaboration. Educators will continue to work together in designing, implementing, and refining instructional materials and lesson plans.

For Learning and Teaching, to enhance the Better Teaching and Learning Scheme 4.0, efforts will focus on optimizing the 6E inquiry learning strategy, particularly the ‘Explore,’ ‘Evaluate,’ and ‘Extend’ stages. Teachers will be encouraged to utilize real-life scenarios and questions to stimulate student thinking, allocate sufficient time for self-reflection and peer assessment, and provide resources for extended learning. Additionally, students need to become more adept at formulating questions related to the content; thus, the KWL strategy will be introduced for P.3-P.4 students next year, with worksheet modifications to support self-directed learning. Teachers will also provide encouragement for completing online extended learning tasks. Furthermore, collaboration across subjects will refine STREAM activities using the 6E model to promote active and peer learning, aligning these projects with the upcoming implementation of Primary Science and Humanities to facilitate interdisciplinary knowledge integration.

Regarding Student Support and School Ethos, the school has cultivated PoKokese virtues through Po Kok Super STAR Award Scheme, referred to as “IMPRESS”, which would stand for Independent Learner, Master of Relationships, Positive lifestyle, Reputed Volunteer, Exemplary Achiever, Scholastic Reader and Smart Pokokese. This award scheme would aim to cultivate and develop students’ positive character strengths, encouraging them to be bold in their attempts, proactive in their learning, and to face challenges with a positive attitude across various areas such as self-directed learning, positive emotions, characters, healthy living, service, learning, reading and activity participation. 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 organized opportunities for students to actively participate in various competitions, including the Speech Festival, Inter-school Dance Festival, and Inter-school Sports Competition, etc. We will continue to explore and nurture our students’ talents by encouraging their involvement in a wide range of competitions in the upcoming year, particularly in academic and STREAM areas.