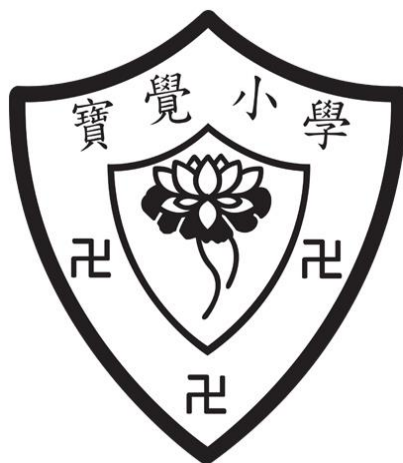


Po Kok Primary School



Annual School Plan

2021- 2022

Po Kok Primary School

Annual School Plan

2021-2022

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A. School Vision & Mission

The vision of the School is as follows:-

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

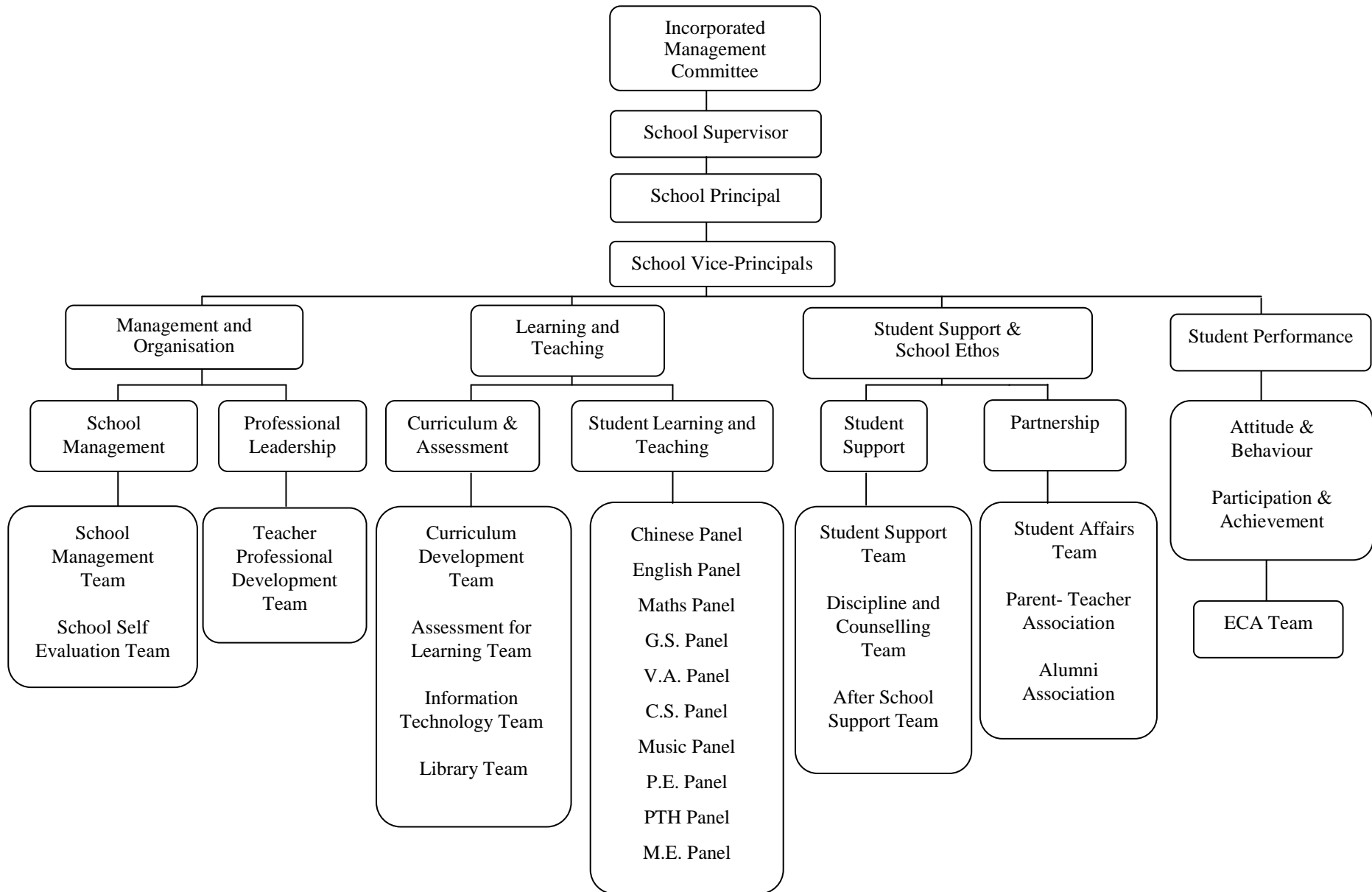
The mission of the School is as follows:-

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

B. School Goals

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

C. School Administration Chart



D. Team and Panel List

Domain	Division	Team/Panel	Team Leader/ Panel Head	Members
Management & Organisation (Ms Mimi Lok)	School Management (Ms Mimi Lok)	School Management	Ms Kathy Chung	Ms Mimi Lok, Ms Shirley Lai, Mr Wayne Yip, Ms Joe Wong, Mr Danny Chan, Mr Gary Li, Ms Agnes Wong, Mr John Tang, Ms Sarah Lau, Ms Jessica Lee
		School Self Evaluation Team	Ms Mimi Lok	Ms Shirley Lai, Mr Gary Li, Ms Agnes Wong, Ms Sarah Lau, Teachers' Representative
	Professional Leadership (Ms Shirley Lai)	Teacher Professional Development	Ms Shirley Lai	Ms Mimi Lok, Mr Danny Chan, Ms Sarah Lau, Ms Polly Ching, Ms Charlie Wong, Teachers' Representative
Learning & Teaching (Ms Shirley Lai)	Curriculum & Assessment (Ms Sarah Lau)	Curriculum Development Team	Ms Sarah Lau	Ms Shirley Lai, Mr Danny Chan, Ms Polly Ching, Ms Charlie Wong
		Assessment for Learning Team	Ms Eva Lee	Ms Shirley Lai, Mr Danny Chan, Ms Sarah Lau, Ms Polly Ching, Ms Charlie Wong
		Information Technology Team	Mr John Tang	Ms Shirley Lai, Mr Wayne Yip, Ms Cindy Li, Mr Stephen Ko, TSS
		Library Team	Ms Becky Hung	Ms Shirley Lai, Mr Danny Chan, Ms Sarah Lau, Ms Charlie Wong
	Student Learning & Teaching (Ms Sarah Lau)	Chinese Panel	Ms Charlie Wong	Ms Shirley Lai, Ms Florence Kwan, Ms Savannah Wong, Ms Cindy Li, Ms May Law, Ms Yanner Leung, Ms Jackie Lee, Ms Sunnie Wong, Ms Ophelia Yiu, Ms Yannis Chan
		English Panel	Mr Danny Chan	Ms Mimi Lok, Ms Joe Wong, Ms Agnes Wong, Ms Jessica Lee, Ms Joey Wong, Ms Queenie Fok, Ms Kitty Wan, Ms Kan Chan, Ms Doris Law, Ms Doreen Cheung, Ms Keyyona
		Mathematics Panel	Ms Polly Ching	Mr Wayne Yip, Mr Gary Li, Mr John Tang, Ms Eva Lee, Ms Maxine Lui, Mr Roy Leung, Ms Wendy Ling, Mr Steve Lai, Ms Elfreda Mak, Ms Jessica Cheong, Mr Stephen Ko, Mr Boris Chu, Mr Ray Ching, Mr Donald, Ms Mamta
		General Studies Panel	Ms Sarah Lau	Ms Mimi Lok, Mr John Tang, Ms Jessica Lee, Ms Maxine Lui, Ms Savannah Wong, Mr Steve Lai, Mr Kenson Choi, Ms Yanner Leung, Ms Elfreda Mak, Ms Jessica Cheong, Mr Stephen Ko, Ms Ophelia Yiu, Ms Vivian Kwok, Mr Boris Chu, Mr Donald, Ms Mamta
		Visual Arts Panel	Mr Wayne Yip	Mr Gary Li, Ms Wendy Ling, Ms Savannah Wong, Ms Jackie Lee, Ms Kitty Wan, Ms Doris Law, Ms Elfreda Mak, Ms Sunnie Wong, Ms Ophelia Yiu, Ms Yannis Chan, Ms Vivian Kwok
		Computer Studies Panel	Mr John Tang	Ms Maxine Lui, Ms Jackie Lee, Ms Kan Chan, Mr Stephen Ko, Mr Boris Chu
		Music Panel	Ms Joey Wong	Ms Joe Wong, Ms Polly Ching, Ms Queenie Fok, Ms Jessica Cheong, Ms Vivian Kwok, Mr Ray Ching
		Physical Education Panel	Mr Roy Leung	Mr Wayne Yip, Ms Polly Ching, Mr Steve Lai, Mr Kenson Choi, Mr Ray Ching
		Putonghua Panel	Ms Florence Kwan	Ms Eva Lee, Ms May Law, Ms Savannah Wong, Ms Yanner Leung, Ms Sunnie Wong
		Moral Education Panel	Mr Gary Li	Ms Mimi Lok, Mr Danny Chan, Ms Agnes Wong, Ms Sarah Lau, Ms Jessica Lee, Ms Maxine Lui, Ms Wendy Ling, Mr Steve Lai, Ms Kitty Wan, Ms Queenie Fok, Ms Yanner Leung, Ms Elfreda Mak, Ms Jessica Cheong, Ms Doreen Cheung, Ms Mamta
Student Support & School Ethos (Ms Mimi Lok)	Student Support (Mr Gary Li)	Student Support Team	Ms Joe Wong	Mr Gary Li, Ms Jessica Lee, Ms Joey Wong, Ms Wendy Ling, Ms Jackie Lee, Ms Vivian Kwok, Mr Boris Chu, Social Worker
		After School Support Team	Ms Maxine Lui	Ms Joe Wong, Ms Florence Kwan, Ms Kitty Wan, Ms Ophelia Yiu, Social Worker
		Discipline & Counseling Team	Mr Gary Li Ms Mamta	Ms Jessica Lee, Ms Kan Chan, Ms Yanner Leung, Mr Kenson Choi, Ms Jessica Cheong, Ms Queenie Fok, Ms May Law, Social Worker
	Partnership (Ms Jessica Lee)	Student Affairs Team	Ms Jessica Lee	Ms Mimi Lok, Mr Gary Li, Ms Maxine Lui, Ms Savannah Wong, Ms Sunnie Wong, Ms Yannis Chan
		Parent- Teacher Association	Ms Jessica Lee	Ms Mimi Lok, Ms Shirley Lai, Mr Wayne Yip, Ms Joe Wong, Mr Danny Chan, Mr Gary Li, Ms Keyyona, Ms Mamta
		Alumni Association	Ms Jessica Lee	Ms Mimi Lok, Mr Gary Li, Ms Maxine Lui
Students Performance (Ms Shirley Lai)	Attitude & Behavior Participation & Achievement (Ms Agnes Wong)	Extra- curricular Activity Team	Ms Agnes Wong	Ms Shirley Lai, Mr Wayne Yip, Mr Roy Leung, Mr Steve Lai, Ms Doris Law, Ms Elfreda Mak

School Annual Plan

2021- 2022

Major concern I: Inspire Thinking, Deepen Learning

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p><u>Curriculum Development Team</u> Refine the elements of ‘T’ and ‘S’ in ‘TIPS’.</p> <ul style="list-style-type: none"> Utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. 	<ul style="list-style-type: none"> All subjects 	<p>From subject minutes, records of lesson observations, co-planning, over 70% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students’ questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Information technology skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to Learn Moral and Civic Education Project Learning Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings. (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Co-planning Record of lesson observations Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> All subjects TPD Team 	/	/
	<p><u>Information Technology Team</u></p> <ul style="list-style-type: none"> Optimize the E-whiteboard database, Rainbow One database for E-learning teaching materials. 	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> 80% of teachers can apply the E-Whiteboard Database. 80% of Chinese, Mathematics and General Studies teachers can apply the Rainbow One Database. 	<ul style="list-style-type: none"> Teachers’ questionnaire T-drive E-Whiteboard Database Rainbow One Database 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School server Rainbow One App Teaching resources of major subjects 	<ul style="list-style-type: none"> Major Subjects 	/	<ul style="list-style-type: none"> Information Technology for Interactive Learning

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	Library Team Refine the elements of 'T' and 'S' in 'TIPS'. • Utilise the 'C ³ ' questioning strategy and 'MINDS' differentiated learning activity design strategy.	• All teachers	From subject minutes, records of lesson observations, co-planning, over 70% teachers can • implement the refined scheme. • make use of 'C ³ ' questioning strategy to organize the lessons. (2021-2022)	• Stakeholder survey • School-based students' questionnaire • Record of lesson observations • Co-planning • Minutes of subject meetings	• Year round	• Better Teaching and Learning Scheme 3.0 • Record of lesson observation • Record of co-planning	• CD Team	• Collaboration skills • Creativity • Communication skills • Critical thinking skills • Information technology skills • Problem solving skills • Self-learning skills	• Reading to Learn • Moral and Civic Education • Project Learning • Information Technology for Interactive Learning
	• Enhance teaching effectiveness through conducting various activities including teachers' professional training, and collaboration meetings (corresponding to Major Concern 3)	• Subject teachers	• From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers' professional training activities can enhance their teaching effectiveness and design activities to deepen learning.	• School-based questionnaire • Minutes of subject meetings • Co-planning, • Record of lesson observations • Interview	• Year round	• School curriculum document	• TPD Team • CD Team	/	/
	中文科 優化'TIPS'中的'T'及'S' • 利用提問技巧(C ³)和'MINDS'分層教學活動設計策略。	• 中文科任老師	從恆常會議、觀課及共同備課文件中可見，70%老師能 • 於課堂上實踐教學計劃 3.0。 • 善用提問技巧(C ³)組織課堂。(2021-2022)	• 持分者問卷 • 校本教師問卷 • 科務會議紀錄 • 觀課 • 共同備課文件	• 全年性	• 中文科優化教學計劃 • 共同備課文件	• 課程組	• 協作能力 • 溝通能力 • 明辨思考能力 • 研習能力 • 自我管理能力的 • 運用資訊科技能力 • 自學能力	• 從閱讀中學習 • 德育及公民教育 • 運用資訊科技進行互動學習
	配合關注事項三，透過教師專業培訓、Micro Lesson Study 及共同備課等活動，強化教師的教學效能。 • 透過課研分享、觀課後檢討、共同備課教學反思等，共同設計及優化課堂教學。	• 中文科老師	透過校本問卷、共同備課及觀課後檢討中所見，70%老師認同 • 透過教師專業培訓、共同備課等活動，強化教師的教學效能。	• 校本教師問卷 • 觀課 • 科務會議紀錄 • 共同備課	• 全年性	• 共同備課文件 • 觀課文件	• 課程組	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p>English Panel Refine the elements of ‘T’ and ‘S’ in ‘TIPS’.</p> <ul style="list-style-type: none"> Utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. 	<ul style="list-style-type: none"> English teachers 	<p>From subject minutes, records of lesson observations, co-planning, over 70% English teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students’ questionnaire Record of lesson observations Co-planning Minutes of English subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Information technology skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to Learn Moral and Civic Education Project Learning Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings. (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> English teachers 	<p>From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning.</p>	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Co-planning Record of lesson observations, Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> CD Team, TPD Team 	/	/
	<p>Mathematics Panel Refine the elements of ‘T’ and ‘S’ in ‘TIPS’.</p> <ul style="list-style-type: none"> Utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. 	<ul style="list-style-type: none"> Maths teachers 	<p>From subject minutes, lesson observations and co-planning, over 70% of teachers can</p> <ul style="list-style-type: none"> implement the scheme. make use of ‘C³’ questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students’ questionnaire Record of subject minutes Record of class observations Lesson plans Co-planning lessons iPad learning materials 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Co-planning 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Critical thinking skills Problem solving skills Self-management skills Study skills Communication skills Cooperative skills 	<ul style="list-style-type: none"> Reading to learn Project Learning Moral and Civic Education Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers’ professional training, Micro Lessons Study and collaboration meetings. (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> Maths teachers 	<p>From the result of school-based questionnaire and interview, 70% of teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning.</p>	<ul style="list-style-type: none"> School-based questionnaire Record of subject minutes Class observations Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> TPD Team CD Team 	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p>General Studies Panel Refine the elements of ‘T’ and ‘S’ in ‘TIPS’.</p> <ul style="list-style-type: none"> Utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. 	<ul style="list-style-type: none"> General Studies teachers 	<p>From subject minutes, records of lesson observations, co-planning, over 70% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students’ questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Information technology skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to Learn Moral and Civic Education Project Learning Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> General Studies teachers 	<ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Co-planning, Record of lesson observations interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> CD Team TPD Team 	/	/
	<p>Computer Studies Panel Refine the elements of ‘T’ and ‘S’ in ‘TIPS’.</p> <ul style="list-style-type: none"> Utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. 	<ul style="list-style-type: none"> Subject teachers 	<p>From subject minutes, records of lesson observations, co-planning, over 70% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students’ questionnaire Record of lesson observations Co-planning, Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Information technology skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to Learn Moral and Civic Education Project Learning Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> Subject teachers 	<ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Co-planning, Record of lesson observations Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> All subjects TPD Team 	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p>Visual Arts Panel Refine the elements of ‘T’ and ‘S’ in ‘TIPS’.</p> <ul style="list-style-type: none"> Utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. 	<ul style="list-style-type: none"> Visual Arts teachers 	<p>From subject minutes, records of lesson observations, co-planning, over 70% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students’ questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Information technology skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to Learn Moral and Civic Education Project Learning Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings. (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> Visual Arts teachers 	<p>From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning.</p>	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Co-planning Record of lesson observations Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> All subjects, TPD Team 	/	/
	<p>Music Panel Refine the elements of ‘T’ and ‘S’ in ‘TIPS’.</p> <ul style="list-style-type: none"> Utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. 	<ul style="list-style-type: none"> Music teachers 	<p>From subject minutes, records of lesson observations, co-planning, over 70% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ teaching strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students’ questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Information technology skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to Learn Moral and Civic Education Project Learning Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings. (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> Music teachers 	<ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Co-planning, Record of lesson observations Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> TPD Team 	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p>Physical Education Panel Refine the elements of 'T' and 'S' in 'TIPS'.</p> <ul style="list-style-type: none"> Utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. 	<ul style="list-style-type: none"> PE teachers 	<p>From subject minutes, lesson observations and co-planning meetings, over 70% of teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Co-planning meetings 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> Collaboration skills Communication skills Critical thinking skills Problem solving skills Self-management skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning
	<p>普通話科 優化'TIP'中的'T'及'S': 優化「提問技巧 C³」。</p> <ul style="list-style-type: none"> 配合'TIPS'元素, 優化課堂教學計劃 3.0, 優化'TIP'中的'T'及'S'的元素。 	<ul style="list-style-type: none"> 普通話科主任老師 	<p>從恆常會議、觀課及共同備課文件中可見, 70%老師能:</p> <ul style="list-style-type: none"> 按照教學計劃 3.0 設計課堂活動, 優化「提問技巧 C³」。 	<ul style="list-style-type: none"> 老師問卷 科務會議記錄 觀課文件 共同備課文件 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 問卷記錄 會議記錄 觀課文件 共同備課文件 	<ul style="list-style-type: none"> 課程組 	<ul style="list-style-type: none"> 協作能力 溝通能力 批判性思考 解決問題能力 自我管理能力的 自學能力 	<ul style="list-style-type: none"> 從閱讀中學習 德育及公民教育 專題研習 運用資訊科技進行互動學習
	<p>配合關注事項三, 透過教師專業培訓、共同備課等活動, 強化教師的教學效能。</p> <ul style="list-style-type: none"> 透過課研分享、觀課後檢討、共同備課等活動, 共同設計及優化課堂教學。 	<ul style="list-style-type: none"> 普通話科主任老師 	<p>透過校本問卷、共同備課及觀課後檢討中所見, 有 70%老師認同</p> <ul style="list-style-type: none"> 透過教師專業培訓、共同備課等活動, 強化教師的教學效能。 	<ul style="list-style-type: none"> 老師問卷 觀課 科務會議記錄 共同備課 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 問卷記錄 觀課文件 會議記錄 共同備課文件 	<ul style="list-style-type: none"> 課程組 	<p>/</p>	<p>/</p>
	<p>Moral Education Panel Refine the elements of 'T' and 'S' in 'TIPS'.</p> <ul style="list-style-type: none"> Utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. 	<ul style="list-style-type: none"> ME teachers 	<p>From subject minutes, records of lesson observations, co-planning, over 70% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy to organize the lessons. (2021-2022) 	<ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Information technology skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to Learn Moral and Civic Education Project Learning Information Technology for Interactive Learning

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers' professional training, and collaboration meetings (corresponding to Major Concern 3) 	<ul style="list-style-type: none"> ME teachers 	From the result of school-based questionnaire and interview, over 70% teachers agree that the teachers' professional training activities can enhance their teaching effectiveness and design activities to deepen learning.	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Co-planning Record of lesson observations Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School curriculum document 	<ul style="list-style-type: none"> TPD Team 	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Students develop thinking skills and self-learning capabilities in stages.	<p>Curriculum Development Team Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. 	<ul style="list-style-type: none"> All subjects P.1-6 	<p>From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions (C³) are asked in lessons to stimulate their thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students’ questionnaire Minutes of subject meetings Po Kok Superstar 3.0 	Year round	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok Super Star Scheme 3.0 	<ul style="list-style-type: none"> All subjects DC team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Add ‘C³’ questions to school-based worksheets and materials. 		<ul style="list-style-type: none"> 70% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. (Reported from all subjects) 						
	<ul style="list-style-type: none"> Make use of the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme. 		<ul style="list-style-type: none"> Over 50% students achieve the title of “Inquisitive Learner” in the Po Kok Superstar Scheme 3.0. 						
	<p>Assessment for Learning Team</p> <ul style="list-style-type: none"> Analyze students’ performances in the high order thinking questions in the assessments and examinations. 	<ul style="list-style-type: none"> Micro Lesson Study Scheme class 	<ul style="list-style-type: none"> Students can get 40% correct in the high order thinking questions in the assessments and examinations. 	<ul style="list-style-type: none"> Marks of high order thinking questions in the assessments and examinations Minutes 	<ul style="list-style-type: none"> Oct Dec Apr Jun 	<ul style="list-style-type: none"> Assessment and examination papers 	<ul style="list-style-type: none"> Major subjects 	<ul style="list-style-type: none"> Problem solving skills 	/
	<ul style="list-style-type: none"> Match with Lesson Studies to see whether students’ performance has improved after its implementation. 								
	<p>Library Team Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. 	<ul style="list-style-type: none"> P.1- 6 	<p>From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions (C³) are asked in lessons to stimulate their thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students’ questionnaire Minutes of subject meetings Po Kok Superstar 3.0 	Year round	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok Super Star Scheme 3.0 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning Project Learning
<ul style="list-style-type: none"> Add ‘C³’ questions to school-based worksheets and materials. 	<ul style="list-style-type: none"> 70% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. (Reported from all subjects) 								
<ul style="list-style-type: none"> Make use of the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme. 	<ul style="list-style-type: none"> Over 50% students achieve the title of “Active Reader” in the Po Kok Superstar Scheme 3.0. 								

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks	
2. Students develop thinking skills and self-learning capabilities in stages.	<p>中文科</p> <p>學生按能力回答不同層次的問題，逐步提升思考能力。</p> <ul style="list-style-type: none"> 學生能運用不同的思考方式和學習策略，回答不同層次的問題(C³)。 	一至六年級	從觀課、恆常會議、共同備課文件及校本問卷中所見	<ul style="list-style-type: none"> 觀課 課業檢視 校本問卷 科務會議紀錄 共同備課文件 	全年性	<ul style="list-style-type: none"> 校本課程 自學教材 Po Kok SuperSTAR 3.0 統計記錄 	<ul style="list-style-type: none"> 課程組 訓輔組 	<ul style="list-style-type: none"> 協作能力 溝通能力 明辨思考能力 研習能力 自我管理能力的 運用資訊科技能力 自學能力 	<ul style="list-style-type: none"> 從閱讀中學習 德育及公民教育 運用資訊科技進行互動學習 	
	<ul style="list-style-type: none"> 優化校本課程及自學教材(加上 C³ 題目)。 		70%學生認同校本課程及自學教材中的不同層次的問題(C ³),能提升思考能力。							
	<ul style="list-style-type: none"> 配合 Po Kok SuperSTAR 3.0 (PAIRS)獎勵計劃。 		<ul style="list-style-type: none"> 超過 50%學生能成為 Po Kok Superstar Scheme 3.0 中的“Inquisitive Learner”。 							
	<p>English Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. 	P.1- 6	From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students’ questionnaire Minutes of subject meetings Po Kok Superstar 3.0 	Year round	<ul style="list-style-type: none"> School based worksheets and materials Record of Po Kok Super Star Scheme 3.0 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning 	
			<ul style="list-style-type: none"> Add ‘C³’ questions to school-based worksheets and materials. 							<ul style="list-style-type: none"> 70% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. (Reported from all subjects)
			<ul style="list-style-type: none"> Make use of the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme. 							<ul style="list-style-type: none"> Over 50% students achieve the title of “Inquisitive Learner” in the Po Kok Superstar Scheme 3.0.
	<p>Mathematics Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. 	P.1- 6	From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,	<ul style="list-style-type: none"> Record of class observations Samples of students work Stakeholder survey School-based students’ questionnaire Record of subject minutes Po Kok Superstar 3.0 	Year round	<ul style="list-style-type: none"> Graded preview activities iPad learning materials Po Kok Super Star Scheme 3.0 	<ul style="list-style-type: none"> All subjects DC Team 	<ul style="list-style-type: none"> Study skills Critical thinking skills Problem solving skills Self-management skills Communication skills Cooperative skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education, Information Technology for Interactive Learning 	
			<ul style="list-style-type: none"> Add ‘C³’ questions to school-based worksheets and materials. 							<ul style="list-style-type: none"> 70% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking.
			<ul style="list-style-type: none"> Make use of the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme 							<ul style="list-style-type: none"> Over 50% students achieve the title of “Inquisitive Learner” in the Po Kok Superstar Scheme 3.0.

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Students develop thinking skills and self-learning capabilities in stages.	<p>General Studies Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	• P.1-6	<p>From lesson observations, subjects' minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions (C³) are asked in lessons to stimulate their thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings, Po Kok Superstar 3.0 	• Year round	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok Super Star Scheme 3.0 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Add 'C³' questions to school-based worksheets and materials. 		<ul style="list-style-type: none"> 70% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking.(Reported from all subjects) 						
	<ul style="list-style-type: none"> Make use of the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme. 		<ul style="list-style-type: none"> Over 50% students achieve the title of "Inquisitive Learner" in the Po Kok Superstar Scheme 3.0. 						
	<p>Visual Arts Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	• P.1-6	<p>From lesson observations, subjects' minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions (C³) are asked in lessons to stimulate their thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings 	• Year round	<ul style="list-style-type: none"> School- based worksheets and materials 	<ul style="list-style-type: none"> All subjects DC Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills. 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education, Information Technology for Interactive Learning
<ul style="list-style-type: none"> Add 'C³' questions to school-based worksheets and materials 	<ul style="list-style-type: none"> 70% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking. (Reported from all subjects) 								

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Students develop thinking skills and self-learning capabilities in stages.	<p>Computer Studies Panel</p> <p>Students answer questions of different levels which promote thinking</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	<ul style="list-style-type: none"> Subject teachers 	<p>From lesson observations, subjects' minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions (C³) are asked in lessons to stimulate their thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire minutes of subject meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School-based worksheet and materials 	<ul style="list-style-type: none"> All subjects DC Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Add 'C³' questions to school-based worksheets and materials 	<ul style="list-style-type: none"> Subject teachers 	<ul style="list-style-type: none"> 70% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking. (Reported from all subjects) 						
	<p>Music Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	<ul style="list-style-type: none"> P.1-P.6 	<p>From lesson observations, subjects' minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions ('C3') are asked in lessons to stimulate their thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings Po Kok Superstar 3.0 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> School-based worksheets and materials Record of Po Kok Super Star Scheme 3.0 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn, Moral and Civic Education, Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Add 'C3' questions to school-based worksheets and materials 		<ul style="list-style-type: none"> 70% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking. 						

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Students develop thinking skills and self-learning capabilities in stages.	<p>Physical Education Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	• P.1- 6	<p>From lesson observations, subjects' minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions (C³) are asked in lessons to stimulate their thinking. 70% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking. (Reported from all subjects) 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings 	• Year round	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Co-planning meetings 	<ul style="list-style-type: none"> All subjects DC Team 	<ul style="list-style-type: none"> Collaboration skills Communication skills Critical thinking skills Problem solving skills Self-management skills Self-learning skills. 	<ul style="list-style-type: none"> Moral, Civic and National Education Reading to Learn Project Learning Information Technology for Interactive Learning
	<ul style="list-style-type: none"> Add 'C³' questions to school-based worksheets and materials. 								
	<p>普通話科</p> <p>學生按能力回答不同層次的問題，逐步提升思考能力。</p> <ul style="list-style-type: none"> 訂定「提思·學穩」計劃 (課堂提問) 學生能在課堂上運用不同的思考模式及學習策略回答 'C³' 的問題。 優化分層預習工作紙，加入 'C³' 題目，以提升學生的思考能力和自學策略。 	• 一至六年級	<p>從觀課、恆常會議、共同備課文件及校本問卷中所見，</p> <ul style="list-style-type: none"> 有 70% 老師認同學生按能力回答不同層次(C³)的問題，逐步提升思考能力，解決學生難點。 有 40% 學生認同分層預習活動和教材的(C³)問題，能提升思考能力。 	<ul style="list-style-type: none"> 觀課 校本問卷 科務會議 	• 全年性	<ul style="list-style-type: none"> 分層預習工作紙 教材 問卷記錄 會議記錄 	• 課程組	<ul style="list-style-type: none"> 協作能力 溝通能力 批判性思考 解決問題能力 自我管理 ability 自學能力 運用資訊科技能力 創造力 	<ul style="list-style-type: none"> 從閱讀中學習 德育及公民教育 專題研習 運用資訊科技進行互動學習
<p>Moral Education Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	• P.1-6	<p>From lesson observations, subjects' minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 70% students agree that different levels of questions (C³) are asked in lessons to stimulate their thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials Stakeholder survey School-based students' questionnaire Minutes of subject meetings 	• Year round	<ul style="list-style-type: none"> School- based worksheets and materials Record of Po Kok Super Star Scheme 3.0 	• CD Team	<ul style="list-style-type: none"> Collaboration skills Creativity Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning 	
<ul style="list-style-type: none"> Add 'C³' questions to school-based worksheets and materials. 									<ul style="list-style-type: none"> 70% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking.

Target	Strategies	Target	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organisers	Generic Skills	Four Key Tasks
2. Students develop thinking skills and self-learning capabilities in stages.	<u>Student Support Team</u> Learning Circle • Teachers are assigned to give extra support or guidance to the designated SEN students throughout the whole year.	• P.2-P.6 SEN or students with low ability	• At least 30% of students can achieve “Inquisitive Learner”.	• Record of the number of students in the title of “Inquisitive Learner”	• Year round	• Learning circle documents	• CD team • DC team • Four Major subjects	• Critical thinking skills • Problem-solving skills • Self-learning skills	/
	<u>Discipline and Counselling Team</u> Po Kok Super STAR 3.0 (PAIRS)- “Inquisitive Learner” • Students answer ‘C ³ ’ questions in lessons and their homework would be awarded with 1-2 stars monthly in this new award system.	• P.1- 6	• 50% of students can achieve “Inquisitive Learner” title. (33 stars-60% of total number of stars in the whole year) • 40% of students become Po Kok Super STAR.	• Record of minutes of CD Team and four major subjects • School-based students’ questionnaire • Record of number of students who get 33 or more stars in “Inquisitive Learner” title	• Year round	• Certificates • e-platform of Po Kok Super STAR Scheme	• CD Team • Four Major subjects	• Collaboration skills • Creativity • Communication skills • Critical thinking skills • Information technology skills • Problem solving skills • Self-learning skills	• Reading to Learn • Moral and Civic Education • Project Learning • Information Technology for Interactive Learning

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

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Love Po Kok: Courtesy and Appreciation	<p>Curriculum Development Team Appreciation: P.1 Interdisciplinary Activity</p> <ul style="list-style-type: none"> Encourage students to show appreciation to school members. 	<ul style="list-style-type: none"> P.1 	<ul style="list-style-type: none"> 60% students can score at least 7 marks in the interdisciplinary activities. 60% of the students finishing the extended readings. 	<ul style="list-style-type: none"> School-based questionnaire Teachers' observations Book checking 	<ul style="list-style-type: none"> Sep-Nov 	<ul style="list-style-type: none"> P.1 Interdisciplinary booklets Related teaching materials 	<ul style="list-style-type: none"> Chinese Panel English Panel General Studies Panel Library Team 	<ul style="list-style-type: none"> Collaboration skills Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning,
	<p>Library Team Courtesy:</p> <ul style="list-style-type: none"> Practise 'The Golden Rules' in class. Help students build up their courtesy routines. 	<ul style="list-style-type: none"> P.1-6 	<ul style="list-style-type: none"> 70% students can follow 'The Golden Rules' in class. 70% students agree that 'The Golden Rules' can build up their courtesy. Get 10 stars for the polite and respectful scholars. Over 50% of students achieve "Polite Communicator" in Po Kok Super STAR 3.0 	<ul style="list-style-type: none"> Lesson Observation Minutes of subject meeting Students' questionnaire Po Kok Superstar 3.0 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Banner in classroom Rainbow Apps 	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Communication skills 	<ul style="list-style-type: none"> Moral and Civic Education
	<p>Appreciation: "We appreciate ..." Board.</p> <ul style="list-style-type: none"> Teachers and students write words of appreciation to appreciate Librarians. 	<ul style="list-style-type: none"> P.3-6 	<ul style="list-style-type: none"> 70% students agree that "We appreciate ..." Board can foster an atmosphere of appreciation and gratitude on campus. 	<ul style="list-style-type: none"> Minutes of subject meeting Students' questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> "We appreciate ..." Board 	<ul style="list-style-type: none"> Students Support Team 	<ul style="list-style-type: none"> Communication skills 	<ul style="list-style-type: none"> Moral and Civic Education
	<p>P.1 Interdisciplinary Activity</p> <ul style="list-style-type: none"> Students learn the related textbook chapters and conduct extended reading about different people at school. 	<ul style="list-style-type: none"> P.1 	<p>From activity worksheet, English subject minutes, school-based questionnaire and reading record,</p> <ul style="list-style-type: none"> 70% P.1 students agree that they have learnt to show appreciation to people at school. 50% P.1 students enjoy the extended reading. 	<ul style="list-style-type: none"> Activity worksheet Record of English subject meeting School-based questionnaire Reading record 	<ul style="list-style-type: none"> Sep-Oct 	<ul style="list-style-type: none"> Textbook Readers related to people at school Activity worksheet 	<ul style="list-style-type: none"> CD Team Chinese Panel GS Panel 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks	
1. Love Po Kok: Courtesy and Appreciation	中文科 配合跨課程閱讀主題活動「感恩處處滿校園」 • 透過主題式跨課程閱讀，教導學生懂得欣賞在校園內幫助我們的人。	• 一年級	透過老師觀察、校本問卷、課業檢視及成果分享中所見 • 70%學生能運用閱讀策略理解故事內容，並能持感恩的態度對待他人。 • 70%學生喜歡同儕分享的主題圖書。 • 50%學生能主動完成延伸閱讀活動。	• 課業檢視 • 觀察圖書分享 • 校本問卷 • 統計圖書科 Book Report 數據	• 九月至十月	• 校本課程 • 有關校園生活的圖書	• 課程組	• 協作能力 • 溝通能力 • 研習能力 • 自我管理 • 運用資訊科技能力 • 自學能力 • 明辨思考能力	• 從閱讀中學 • 德育及公民教育 • 資訊科技教育 • 專題研習	
	守禮： 黃金準則 (Golden Rules) • 幫助學生建立守禮的常規。	• 一至六年級	透過觀課、老師觀察及校本問卷中所見，70%學生能 • 遵照「黃金準則」。 • 認同「黃金準則」能培育他們守禮的品德。	• 觀課 • 科務會議紀錄 • 校本問卷 • Po Kok Superstar 3.0	• 全年性	• 課室標語 • Rainbow Apps	• 訓輔組	• 溝通能力		
	欣賞： “We...Appreciate”讚賞為學校服務的學生 • 老師和學生寫出欣賞語句讚賞中文大使。	• 三至六年級	透過老師觀察、校本問卷及統計結果所見 • 70%學生認同“We...Appreciate”壁報有助推動欣賞和感恩的校園文化。	• 科務會議紀錄 • 校本問卷			• “We... Appreciate”壁報	• 學生支援組		
	English Panel Courtesy: • Practise ‘The Golden Rules’ in class. Help students build up their courtesy routines.	• P.1-6	From lesson observations, subjects’ minutes and school-based questionnaire, • 70% students can follow ‘The Golden Rules’ in class. • 70% students agree that ‘The Golden Rules’ can build up their courtesy. • Get 10 stars for the polite and respectful scholars.	• Lesson Observation • Subject Meeting • Students Questionnaire • Po Kok Superstar 3.0	• Year round	• Banner in classroom • Rainbow Apps	• DC Team	• Communication skills	/	
	Appreciation: “We appreciate ...” Board. • Teachers and students write words of appreciation to appreciate English Ambassadors.	• P.3-6	From subjects’ minutes and school-based questionnaire, • 70% students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • School-based questionnaire • Student questionnaire	• Year round	• “We appreciate ...” Board	• Students Support Team	/	/	
P.1 Interdisciplinary Activity • Students learn the related textbook chapters and conduct extended reading about different people at school	• P.1	From activity worksheet, English subject minutes, school-based questionnaire and reading record • 70% P.1 students agree that they have learnt to show appreciation to people at school. • 50% P.1 students enjoy the extended reading.	• Activity worksheet • Record of English subject meeting • School-based questionnaire • Reading record	• Sep-Oct	• Textbook • Readers related to people at school • Activity worksheet	• CD Team • Chinese Panel • GS Panel • Lib Team	• Communication skills • Critical thinking skills	• Reading to learn • Moral and Civic Education		

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Love Po Kok: Courtesy and Appreciation	Monthly Thank-you Notes • Students write a thank you message to one person from the school each month on Google Classroom	• P.4-6	From subjects' minutes, record of Google Classroom and school-based questionnaire, • 70% KS2 students are able to write a monthly thank-you message from October to June • 70% KS2 students agree that writing the "Monthly Thank-you Notes" have helped them to appreciate different people at school	• Subject meeting • School-based questionnaire • Google Classroom	• Oct-June	• Google Classroom	/	• Communication skills • Critical thinking skills	• Moral and Civic Education • Information Technology for Interactive Learning
	Mathematics Panel Data Handling Activity: • Students have to show proper attitude of greeting. Remind students to be polite and have good manners.	• P.2 & P.5	• 70% students agree that "Data Handling Activity" can foster an atmosphere of appreciation.	• Students Questionnaire • Students' work	• Nov & Mar	• Boards in classroom	• Maths subject teachers	• Communication skills	/
	Courtesy: • Practice 'The Golden Rules' in class. Help students build up their courtesy routines.	• P.1-6	• 70% students can follow 'The Golden Rules' in class. • 70% students agree that 'The Golden Rules' can build up their courtesy. • Get 10 stars for the polite and respectful scholars.	• Lesson observation • Subject meeting • Students questionnaire • Po Kok Superstar 3.0	• Year round	• Banner in classroom • Rainbow Apps	• DC Team	• Communication skills	/
	Appreciation: "We appreciate ..." Board • Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects.	• P.3-6	• 70% students agree that "We appreciate ..." Board can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • Students questionnaire	• Year round	• "We appreciate ..." Board	• Students Support Team	/	/
	General Studies Panel Courtesy: • Practise 'The Golden Rules' in class. Help students build up their courtesy routines.	• P.1-6	• 70% students can follow 'The Golden Rules' in class. • 70% students agree that 'The Golden Rules' can build up their courtesy. • Get 10 stars for the polite and respectful scholars. • Over 50% of students achieve "Polite Communicator" in Po Kok Super STAR 3.0.	• Lesson Observation • Minutes of subject meeting • Students' questionnaire • Po Kok Superstar 3.0	• Year round	• Banner in classroom • Rainbow Apps	• DC Team	• Communication skills	• Moral and Civic Education
	Appreciation: "We appreciate ..." Board • Teachers and students write words of appreciation to appreciate STEM Ambassadors.	• P.3-6	• 70% students agree that "We appreciate ..." Board can foster an atmosphere of appreciation and gratitude on campus.	• Minutes of subject meeting • Students' questionnaire	• Year round	• "We appreciate ..." Board	• Students Support Team	• Communication skills	• Moral and Civic Education

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Love Po Kok: Courtesy and Appreciation	P.1 Interdisciplinary Activity • Encourage students to show appreciation to school members	• P.1	• 60% students can score at least 7 marks in the interdisciplinary activities. • 60% of the students finishing the extended readings.	• School-based questionnaire • Teachers' observations • Book checking	• Sep-Nov	• P.1 Interdisciplinary booklets • Related teaching materials	• CD Team • Chinese Panel • English Panel • Library Team	• Collaboration skills • Communication skills • Critical thinking skills • Problem solving skills • Self-learning skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	Visual Arts Panel Courtesy: • Practise 'The Golden Rules' in class. Help students build up their courtesy routines.	• P.1-6	• 70% students can follow 'The Golden Rules' in class. • 70% students agree that 'The Golden Rules' can build up their courtesy. • Get 10 stars for the polite and respectful scholars.	• Lesson Observation • Subject Meeting • Students Questionnaire • Po Kok Superstar 3.0	• Year round	• Banner in classroom • Rainbow Apps	• DC Team	• Communication skills	/
	Appreciation: "We appreciate ..." Board • Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects.	• P.3-6	• 70% students agree that "We appreciate ..." Board can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • Students Questionnaire	• Year round	• "We appreciate ..." Board	• Students Support Team	• Communication skills	/
	• "Love Po Kok" Logo Design Competition	• P.1-3	• 70% students agree that "Love Po Kok" Logo Design Competition can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • Students questionnaire	• 11/2021	• "Love Po Kok" Logo Design Competition PPT	• DC Team	• Communication skills	/
	Computer Studies Panel Courtesy: • Practise 'The Golden Rules' in class. Help students build up their courtesy routines.	• Subject teachers	• 70% students can follow 'The Golden Rules' in class. • 70% students agree that "The Golden Rules" can build up their courtesy. • Get 10 stars for the polite and respectful scholars.	• Record of lesson observations • Samples of school-based worksheets and materials • Stakeholder survey • School-based students' questionnaire • Minutes of subject meetings	• Year round	• School-based worksheet and materials	• All subjects • DC Team	• Communication skills	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Love Po Kok: Courtesy and Appreciation	Appreciation: “We appreciate ...” Board • Teachers and students show appreciation to IT ambassadors in the lessons.	• Subject teachers	• 70% students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • Students questionnaire	• Year round	• “We appreciate ...” Board	• Students Support Team	• Communication skills	/
	Courtesy and appreciation: Typing competition • Conduct typing competition related to courtesy and appreciation	• P.4-6	• 70% students agree that Typing Competition can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • Students questionnaire	• 1/2022	• Typing Competition Script	• DC Team	• Communication skills	/
	Music Panel Courtesy: • Practise ‘The Golden Rules’ in class. Help students build up their courtesy routines.	• P.1-6	• 70% students can follow ‘The Golden Rules’ in class. • 70% students agree that ‘The Golden Rules’ can build up their courtesy. • Get 10 stars for the polite and respectful scholars.	• Lesson Observation • Minutes of subject meeting • Students’ questionnaire • Po Kok Superstar 3.0	• Year round	• Banner in classroom • Rainbow Apps	• DC Team	• Communication skills	/
	Physical Education Panel Courtesy: • Practise ‘The Golden Rules’ in class. Help students build up their courtesy routines.	• P.1-6	• 70% students can follow ‘The Golden Rules’ in class. • Get 10 stars for the polite and respectful scholars.	• Lesson Observation • Subject Meeting • Students Questionnaire • Po Kok Superstar 3.0	• Year round	• Banner in classroom • Rainbow Apps	• DC Team	• Communication skills	/
	Appreciation: “We appreciate ...” Board • Teachers and students write words of appreciation to appreciate House Leaders.	• P.3-6	• 70% students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • Students questionnaire	• Year round	• “We appreciate ...” Board	• Students Support Team		/
	Warm up leaders • P.3 and P.6 classes would choose one student to be the warm up leaders in each lesson to lead the whole class for doing warm up exercise. After they finish the warm up exercise, they need to clap 5 times and say “Thank you XX!” to show their appreciation to the warm up leaders.	• P.3, P.6	• From school-based questionnaire, 70% of students agree that the warm up leaders activity nurture their sense of appreciation to others.	• School based questionnaire • Panel meetings	• Year round	/	/	• Communication skills • Critical thinking skills • Problem solving skills • Self-management skills	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Love Po Kok: Courtesy and Appreciation	普通話科 守禮: 黃金準則: • 製作有普通話拼音的禮貌用語和句子的小錦囊，並貼在學生書本上。	• 五至六年級	透過學生問卷中所見: • 有 60%學生認為黃金準則有助建立自己的守禮美德。	• 校本學生問卷 • 老師觀察 • 科務會議	• 全年性	• 禮貌小錦囊	• 訓輔組	/	/
	欣賞: • 老師和同學選出一位我最欣賞的普通話大使，然後老師和同學也寫上一些欣賞該同學的語句，然後貼在“ We appreciate ... ”壁報上展示。	• 五至六年級	• 有 70%學生認同“ We appreciate ... ”壁報活動有助建立互相欣賞的美德。	• 校本學生問卷 • 老師觀察 • 科務會議		• “ We appreciate ... ”壁報	• 學生支援組		
	Moral Education Panel Courtesy: • Practise ‘The Golden Rules’ in class. Help students build up their courtesy routines.	• P.1-6	• 70% students can follow ‘The Golden Rules’ in class. • 70% students agree that ‘The Golden Rules’ can build up their courtesy.	• Record of minutes of subjects • School-based students’ questionnaire • Lesson Observation	• Year round	• Banner in classroom	• DC Team	• Communication skills • Critical thinking skills • Information technology skills • Problem solving skills	• Moral and Civic Education
	Appreciation: Appreciation Card • Subject teachers could then distribute cards to students timely. Students would be encouraged to appreciate and say thank you to one of their schoolmates or teachers with reasons. Their cards would be posted on the board in the corridor.	• P.1-6	• 70% of students agree that this scheme can strengthen their politeness and understanding on getting along well with others through writing positive messages in the appreciation card.	• School-based students’ questionnaire	• Year round	• Appreciation cards	/	• Communication skills • Critical thinking skills • Problem solving skills	• Moral and Civic Education
	Student Support Team We Appreciate • Teachers and ambassadors are assigned to praise the ambassadors monthly for the outstanding or great improvement ambassadors for the services at school.	• P.3-P.6 ambassadors	• At least 60% of ambassadors agree that the scheme can help building up courtesy and appreciation.	• Individual interview	• Year round	• “ We appreciate ... ” board	• Chinese Panel • English Panel • Maths Panel • General Studies Panel • PTH Panel • Visual Arts Panel • IT Team • DC Team • ASS Team • SA Team	• Collaboration skills • Communication skills • Problem-solving skills	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Love Po Kok: Courtesy and Appreciation	I Appreciate • Teachers post the students' good work on their studies monthly, post them on the classroom board and invite classmates to write the appreciation message.	• P.4-P.6 outstanding or students with great improvement	• At least 70% of students agree that the scheme can help building up courtesy and appreciation.	• Students' questionnaires	• Year round	• Classroom board • Presents • Appreciation memos	• CD Team • Four major subjects	• Critical thinking skills • Problem-solving skills • Self-learning skills	/
	Student Affairs Team Courtesy: • Practise 'The Golden Rules of Lunch' in class. Help students build up their courtesy routines.	• P.1-P.6	• 70% students can follow 'The Golden Rules of Lunch' in class. • Get 10 stars for the polite and respectful scholars.	• Review of teachers' observations • Students questionnaire • Po Kok Superstar 3.0	• Year round	• Banner in classroom • Rainbow Apps	• DC Team	• Self-management skills • Communication skills	/
	Appreciation: "We appreciate ..." Board • Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects.	• Bus captains • Lunch helpers	• 70% students agree that "We appreciate ..." Board can foster an atmosphere of appreciation and gratitude on campus	• Panel meeting • Students questionnaire	• Year round	• "We appreciate ..." Board	• SS Team	• Communication skills	/
	Discipline and Counselling Team Courtesy: Po Kok Super STAR 3.0 (PAIRS)- "Polite Communicator" • Practise 'The Golden Rules' in classes and get along well others at school. Major subject teachers and class teachers would award them with stars in this award system.	• P.1- 6	• 70% students can follow 'The Golden Rules' in class. • 70% students agree that 'The Golden Rules' can build up their courtesy. • 50% of students can achieve "Polite Communicator" title. (42 stars- 60% of total number of stars in the whole year) • 40% of students become Po Kok Super STAR.	• Record of minutes of other subjects • School-based students' questionnaire • Record of number of students who get 42 or more stars in "Polite Communicator" title	• Year round	• Certificates • e-platform of Po Kok Super STAR Scheme	• Four major subjects	• Communication skills • Critical thinking skills • Information technology skills • Problem solving skills	• Moral and Civic Education • Information Technology for Interactive Learning
	• Interclass Courtesy Competition	• P.1-6	• 70% students agree that "Interclass Courtesy Competition" can strengthen them to act and talk politely.	• School-based students' questionnaire • Observation	• Year round	• Certificates • e-platform of Po Kok Super STAR Scheme	/		
	Monthly Courtesy Star Award • Class teachers and subject teachers would select the monthly awardees according to the attitude of students. Class teachers would display the photo of awardees outside the classrooms in order to recognize their excellent performance.	• P.1-6	• 70% students agree that "Monthly Courtesy Star" Award can raise their awareness to act and talk politely.	• School-based students' questionnaire	• Year round	• e-platform of Po Kok Super STAR Scheme • Students photos • Posters	/		

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Love Po Kok: Courtesy and Appreciation	<p>Appreciation: Monthly Service-in-class Award</p> <ul style="list-style-type: none"> Class teachers would select the monthly awardees of student helpers according to the given schedule. Class teachers would display the photo of awardees and their duties on the theme board in classrooms so as to recognize their outstanding contributions and efforts. Classmates in the same class would be invited to write some messages to the awardee in order to appreciate their effort in serving others at school. 	<ul style="list-style-type: none"> P.1-6 	<ul style="list-style-type: none"> 70% students agree that “Monthly Service-in-class Award” can enhance their attitude in appreciating others. 	<ul style="list-style-type: none"> School-based students’ questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Certificates e-platform of Po Kok Super STAR Scheme Students photos Posters 	<ul style="list-style-type: none"> All subjects 	<ul style="list-style-type: none"> Communication skills Critical thinking skills Information technology skills Problem solving skills 	<ul style="list-style-type: none"> Moral and Civic Education Information Technology for Interactive Learning
	<p>“ We Appreciate ...” board of Prefect Team</p> <ul style="list-style-type: none"> Teachers and ambassadors would be assigned to praise the ambassadors monthly for the outstanding or great improvement. 	<ul style="list-style-type: none"> P.4-6 Prefects 	<ul style="list-style-type: none"> At least 60% of ambassadors agree that the scheme can help building up courtesy and appreciation. 	<ul style="list-style-type: none"> Individual interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> “ We Appreciate ...” board e-platform of Po Kok Super STAR Scheme 	<ul style="list-style-type: none"> Students Support Team 		

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Love Hong Kong: Respect and Eagerness to Serve	<u>Curriculum Development Team</u> Respect: P.4 Interdisciplinary Activity <ul style="list-style-type: none"> Encourage students to respect the history and cultures of Hong Kong. 	• P.4	<ul style="list-style-type: none"> 60% students can score at least 7 marks in the interdisciplinary activities. 60% of the students finishing the extended readings. 	<ul style="list-style-type: none"> Subject meeting Students questionnaire 	• Jan-Feb	<ul style="list-style-type: none"> P.4 Interdisciplinary booklets Related teaching materials 	<ul style="list-style-type: none"> English Panel General Studies Panel Library Team 	<ul style="list-style-type: none"> Collaboration skills Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning
	<u>Library Team</u> P.4 Interdisciplinary Activity <ul style="list-style-type: none"> Students learn the related textbook chapters and conduct extended reading on different places in Hong Kong 	• P.4	From activity worksheet, English subject minutes, school-based questionnaire and reading record, <ul style="list-style-type: none"> 70% P.4 students agree that they have learnt more about Hong Kong. 50% P.4 students enjoy the extended reading. 	<ul style="list-style-type: none"> Record of English subject meeting School-based questionnaire Reading record Activity worksheet 	• Jan-Feb	<ul style="list-style-type: none"> Textbook Readers related to people at school Activity worksheet 	<ul style="list-style-type: none"> CD Team GS Panel 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education
	<u>English Panel</u> P.4 Interdisciplinary Activity <ul style="list-style-type: none"> Students learn the related textbook chapters and conduct extended reading on different places in Hong Kong 	• P.4	From activity worksheet, English subject minutes, school-based questionnaire and reading record, <ul style="list-style-type: none"> 70% P.4 students agree that they have learnt more about Hong Kong. 50% P.4 students enjoy the extended reading. 	<ul style="list-style-type: none"> Record of English subject meeting School-based questionnaire Reading record Activity worksheet 	• Jan-Feb	<ul style="list-style-type: none"> Textbook Readers related to people at school Activity worksheet 	<ul style="list-style-type: none"> CD Team GS Panel Lib Team 	<ul style="list-style-type: none"> Communication skills Critical thinking skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education
	<u>General Studies Panel</u> P.4 Interdisciplinary Activity <ul style="list-style-type: none"> Encourage students to respect the history and cultures of Hong Kong. 	• P.4	<ul style="list-style-type: none"> 60% students can score at least 7 marks in the interdisciplinary activities. 60% of the students finishing the extended readings. 	<ul style="list-style-type: none"> Subject meeting Students questionnaire 	• Jan-Feb	<ul style="list-style-type: none"> P.4 Interdisciplinary booklets Related teaching materials 	<ul style="list-style-type: none"> CD Team English Panel Library Team 	<ul style="list-style-type: none"> Collaboration skills Communication skills Critical thinking skills Problem solving skills Self-learning skills 	<ul style="list-style-type: none"> Reading to learn Moral and Civic Education Information Technology for Interactive Learning
	<u>Visual Arts Panel</u> <ul style="list-style-type: none"> “Love Hong Kong” Poster Design Competition. 	• P.4-6	<ul style="list-style-type: none"> 70% students agree that “Love Hong Kong” Poster Design Competition can foster an atmosphere of appreciation and gratitude on campus. 	<ul style="list-style-type: none"> Subject meeting Students questionnaire 	• 11/2021	<ul style="list-style-type: none"> “Love Hong Kong” Logo Design Competition PPT 	• DC Team	<ul style="list-style-type: none"> Communication skills 	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Love Hong Kong: Respect and Eagerness to Serve	<p>Music Panel National Anthem</p> <ul style="list-style-type: none"> The panel of Music and Putonghua would cooperate to introduce our students the Chinese National Anthem. The panel of Putonghua would focus on creating pinyin and pronunciation of the lyrics for students, while the panel of Music would introduce the background and instill appropriate singing attitude of the Anthem to students. 	<ul style="list-style-type: none"> P.5-6 	<ul style="list-style-type: none"> From school-based questionnaire, 70% of students agree that, through learning and singing the National Anthem, their understanding and respect to Chinese culture would be enhanced. 	<ul style="list-style-type: none"> School-based questionnaire Teachers' observations Panel meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Teaching materials of National Anthem 	<ul style="list-style-type: none"> The subject of Putonghua 	<ul style="list-style-type: none"> Critical thinking skills Problem solving skills Self-management skills Study skills Communication skills 	<ul style="list-style-type: none"> Moral and Civic Education
	<p>普通話科 跟音樂科合作：</p> <ul style="list-style-type: none"> 在普通話課教授國歌歌詞的讀音和解釋字詞的意思，而音樂科則會教授國歌的音樂知識。 	<ul style="list-style-type: none"> 五至六年級 	<p>透過學生問卷中所見</p> <ul style="list-style-type: none"> 有 60% 學生認為國歌的教授，提升自己對國歌的認識，和尊重國家和香港美德。 	<ul style="list-style-type: none"> 校本學生問卷 老師觀察 科務會議 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 國歌教材 	<ul style="list-style-type: none"> 音樂科 	/	<ul style="list-style-type: none"> 德育及公民教育
	<p>Moral Education Panel Respect: The new school-based Moral Education curriculum would be amended.</p> <ul style="list-style-type: none"> Contents of respecting for Hong Kong would be added after EDB updating curriculum documents/ guidelines of national security education. 	<ul style="list-style-type: none"> P.1-6 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> TBC 	<ul style="list-style-type: none"> Year round (planning) 	<ul style="list-style-type: none"> EDB guidelines 	<ul style="list-style-type: none"> GS subject panel 	<ul style="list-style-type: none"> Critical thinking skills Problem solving skills 	<ul style="list-style-type: none"> Moral and Civic Education
	<p>Discipline and Counseling Team Eagerness to Serve: Po Kok Super STAR 3.0- “Reputed Volunteer”</p> <ul style="list-style-type: none"> Students would join the voluntary work and serve in the community in order to further strength their commitment. They have to give their best efforts and love towards others in the society. Training sessions would be given to those helpers before their service. Debriefing sessions would be conducted after the service. Stars would be awarded in Po Kok Super STAR Award after they have served in the community. 	<ul style="list-style-type: none"> P.1-6 	<ul style="list-style-type: none"> 50% of P.1-6 students serve at least 1 time in the community 60% of students who took part in the service agree this program could enhance their commitment. 40% of students become Po Kok Super STAR 	<ul style="list-style-type: none"> Reflection worksheet of students Students' questionnaire Name list of students who took part in the volunteer work 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> e-platform of Po Kok Super STAR Scheme Reflection worksheet 	<ul style="list-style-type: none"> ECA Team 	<ul style="list-style-type: none"> Communication skills Critical thinking skills Information technology skills Problem solving skills 	<ul style="list-style-type: none"> Moral and Civic Education Information Technology for Interactive Learning

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Love Hong Kong: Respect and Eagerness to Serve	<u>ECA</u> <ul style="list-style-type: none"> Encourage students to do voluntary services at school and in the community. (CYC members, Road Safety, Brownies and Boy Scouts) 	<ul style="list-style-type: none"> P.3- 6 	<ul style="list-style-type: none"> 50% of P.3-6 students serve at least 1 time in the community. 	<ul style="list-style-type: none"> Students' questionnaire Students' interview Lesson observation 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Voluntary services record Camp booklet Lesson observation form 	<ul style="list-style-type: none"> DC Team 	/	/
	<ul style="list-style-type: none"> Let students to tidy up the classroom in the last 5 minutes in every ECA lesson. 	<ul style="list-style-type: none"> P.1-6 	<ul style="list-style-type: none"> 60% of students agree this program could enhance their commitment. 						

Major Concern III: Aim high, Dare to try: Promoting teachers' professional growth

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers. *Since new teachers are mostly deployed in KS1, the scheme will be started at in KS1 first.	School Self Evaluation Team • Conduct workshops about self-evaluation to help new teachers familiarize with our school self-evaluation system and teach them on how they can do their 'PIE' on an individual level.	• New teachers	• 90% of all new teachers understand the school 'PIE' policy. • New teachers are able to show their 'PIE' in the related school documents.	• Teachers' questionnaires • Teachers' interview • Co-planning form • Lesson plan • Scheme of work	• Sep 21	/	• TPD Team	/	/
	Teachers Professional Development Team In line with the focus of the Major Concern 1, implement the Micro Lesson Study Scheme year by year. • Trial at 1 selected junior level. Major subjects' teachers review the teaching difficulties and come up with teaching strategies together. They join the lesson observation and revise the teaching strategies in turn.	• New teachers (0-5 years of working experience)	From Micro Lesson Study Portfolio, lesson observations, major subjects' minutes, teachers' questionnaire and teachers' interview, 60% of teachers involved in the Micro Lesson Study Scheme agree that • the scheme can help them grasp the subject-based teaching strategies effectively. • they can gradually improve their teaching effectiveness through the scheme. (Reported from major subjects)	• Micro Lesson Study Portfolio • Lesson observation • Records of major subjects' minutes • Teachers' questionnaire • teachers' interview	• Year round	• Micro Lesson Study Scheme	• Major Subjects' Panel Head	/	/
	中文科 配合關注事項一的發展重點，逐年推展課堂研習計劃 (Micro Lesson Study Scheme)。 • 先在小三試行，科任老師共同設計教學策略，並輪流觀課及優化。	• 新老師 (0-5 年)	透過觀課、Lesson Studies Portfolio、主科會議紀錄、教師問卷、訪問中所見，60%參與「課堂研習計劃」的老師 • 認同「課堂研習計劃」能有效協助他們掌握科本教學策略。 • 認同能透過「課堂研習計劃」逐步提升教學效能。	• 觀課 • Lesson Studies Portfolio • 主科會議紀錄 • 教師問卷 • 訪問	• 全年性	• 課堂研習計劃	• 教師發展組	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
<p>1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers.</p> <p>*Since new teachers are mostly deployed in KS1, the scheme will be started at in KS1 first.</p>	<p><u>English Panel</u> In line with the focus of the Major Concern 1, implement the Micro Lesson Study Scheme year by year.</p> <ul style="list-style-type: none"> • Trial at P.2: English teachers review the teaching difficulties and come up with teaching strategies together. They join the lesson observation and revise the teaching strategies in turn. 	<ul style="list-style-type: none"> • New English teachers (0-5 years of working experience) 	<p>From Micro Lesson Study Portfolio, lesson observations, record of English subject minutes, teachers' questionnaire and teachers' interview, 60% of teachers involved in the Micro Lesson Study Scheme agree that:</p> <ul style="list-style-type: none"> • the scheme can help them grasp the subject- based teaching strategies effectively. • they can gradually improve their teaching effectiveness through the scheme. 	<ul style="list-style-type: none"> • Micro Lesson Study Portfolio • Lesson observation • Records of English subject minutes • Teachers' questionnaire • Teachers' interview 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • Micro Lesson Study Scheme 	<ul style="list-style-type: none"> • TPD Team 	/	/
	<p><u>Maths Panel</u> In line with the focus of the MC1, implement the Micro Lesson Study Scheme year by year.</p> <ul style="list-style-type: none"> • Trial at 1 selected junior level (P.2). Major subjects' teachers review the teaching difficulties and come up with teaching strategies together. They join the lesson observation and revise the teaching strategies in turn. 	<ul style="list-style-type: none"> • New teachers (0-5 years of working experience) 	<p>From Micro Lesson Study Portfolio, lesson observations, major subjects' minutes, teachers' questionnaire and teachers' interview, 60% of teachers involved in the Micro Lesson Study Scheme agree that</p> <ul style="list-style-type: none"> • the scheme can help them grasp the subject-based teaching strategies effectively. • they can gradually improve their teaching effectiveness through the scheme. 	<ul style="list-style-type: none"> • Micro Lesson Study Portfolio • Lesson observation • Records of major subjects' minutes • Teachers' questionnaires • Teachers' interview 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • Micro Lesson Study Scheme 	<ul style="list-style-type: none"> • Major Subjects' Panel Head 	/	/
	<p><u>General Studies Panel</u> In line with the focus of the Major Concern 1, implement the Micro Lesson Study Scheme year by year.</p> <ul style="list-style-type: none"> • Trial at P.3. Major subjects' teachers review the teaching difficulties and come up with teaching strategies together. They join the lesson observation and revise the teaching strategies in turn. 	<ul style="list-style-type: none"> • P.3 New General Studies teachers (0-5 years of working experience) 	<p>From Micro Lesson Study Portfolio, lesson observations, major subjects' minutes, teachers' questionnaire and teachers' interview, 60% of teachers involved in the Micro Lesson Study Scheme agree that</p> <ul style="list-style-type: none"> • the scheme can help them grasp the subject-based teaching strategies effectively. • they can gradually improve their teaching effectiveness through the scheme. 	<ul style="list-style-type: none"> • Micro Lesson Study Portfolio • Lesson observation • Records of major subjects' minutes • Teachers' questionnaire • Teachers' interview 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • Micro Lesson Study Scheme 	<ul style="list-style-type: none"> • TPD Team 	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.	<p>Teachers Professional Development Team Use 'GROWTH' as the core development elements of Geese Program 4.0 to promote the professional growth of teachers.</p> <ul style="list-style-type: none"> G: Goal-setting R: Review O: Lesson Observation W: Working together T: Training H: Highlights 	<ul style="list-style-type: none"> All teachers 	<p>From teachers' questionnaire and teacher interview, 70% of teachers can identify their own difficulties in teaching and set the path of personal professional growth.</p> <p>From Micro Lesson Study Scheme, co-planning, major subjects' minutes, teachers' questionnaires and interview, 70% of teachers can</p> <ul style="list-style-type: none"> improve their teaching pedagogies through the scheme and co-planning. fulfill the requirements of the teacher professional development ladder, participate in a related core training course of at least 8 hours. (Reported from major subjects) understand their own strengths and weaknesses through a diversified sharing platform, and help them improve their own teaching difficulties effectively. 	<ul style="list-style-type: none"> Geese Program 4.0 Micro Lesson Study Scheme Co-planning Records of major subjects' minutes Teachers' questionnaire, Teachers' interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Geese Program 4.0 	<ul style="list-style-type: none"> Major Subjects' Panel Head 	/	/
	<p>中文科 以'GROWTH'作為 Geese Program 4.0 的核心發展元素，促進教師專業成長。</p> <ul style="list-style-type: none"> G: Goal-setting R: Review O: Lesson Observation W: Working together T: Training H: Highlights 	<ul style="list-style-type: none"> 以中文科為專業發展目標的老師 	<p>透過教師問卷和訪問中所見</p> <ul style="list-style-type: none"> 70%老師能找出自己在教學在工作上的難點，訂定個人專業成長路向。 <p>透過「課堂研習計劃」、共同備課文件、主科會議紀錄、教師問卷、訪問中所見，70%老師能</p> <ul style="list-style-type: none"> 透過多元化的教學研習活動，提升教師專業效能。 履行教師專業發展階梯的要求，參與最少8小時的核心培訓課程。 透過多元化支援及分享平台，了解自己的教學強弱項，有效協助他們改善自己的教學難點。 	<ul style="list-style-type: none"> Geese Program 4.0 「課堂研習計劃」 共同備課文件 主科會議紀錄 教師問卷 訪問 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> Geese Program 4.0 	<ul style="list-style-type: none"> 教師發展組 	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.	<p>English Panel Use 'GROWTH' as the core development elements of Geese Program 4.0 to promote the professional growth of teachers.</p> <ul style="list-style-type: none"> • G: Goal-setting R: Review O: Lesson Observation W: Working together T: Training H: Highlights 	<ul style="list-style-type: none"> • English teachers who choose English as their developmental goal 	<p>From teachers' questionnaire and teacher interview, 70% of teachers can identify their own difficulties in teaching and set the path of personal professional growth.</p> <p>From Micro Lesson Study Scheme, co-planning, major subjects' minutes, teachers' questionnaires and interview, 70% of teachers can</p> <ul style="list-style-type: none"> • improve their teaching pedagogies through the scheme and co-planning. • fulfill the requirements of the teacher professional development ladder, participate in related core training courses of at least 8 hours. • understand their own strengths and weaknesses through a diversified sharing platform, and help them improve their own teaching difficulties effectively. 	<ul style="list-style-type: none"> • Geese Program 4.0, • Micro Lesson Study Scheme • Co-planning • Records of English subject minutes • Teachers' questionnaire • Teachers' interview 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • Geese Program 4.0 	<ul style="list-style-type: none"> • TPD Team 	/	/
	<p>Mathematics Panel Use 'GROWTH' as the core development elements of Geese Program 4.0 to promote the professional growth of teachers.</p> <ul style="list-style-type: none"> • G: Goal-setting R: Review O: Lesson Observation W: Working together T: Training H: Highlights 	<ul style="list-style-type: none"> • Maths teachers who choose Maths as their developmental goal 	<p>From teachers' questionnaire and teacher interview, 70% of teachers can identify their own difficulties in teaching and set the path of personal professional growth.</p> <p>From Micro Lesson Study Scheme, co-planning, major subjects' minutes, teachers' questionnaires and interview, 70% of teachers can</p> <ul style="list-style-type: none"> • improve their teaching pedagogies through the scheme and co-planning. • fulfill the requirements of the teacher professional development ladder, participate in related core training courses of at least 8 hours. • understand their own strengths and weaknesses through a diversified sharing platform, and help them improve their own teaching difficulties effectively. 	<ul style="list-style-type: none"> • Teachers' questionnaires • Teachers' interview • Stakeholder survey • Geese Program 4.0 • Teachers' observation • Record the number of hours of training • Appraisal forms 	<ul style="list-style-type: none"> • Year Round 	<ul style="list-style-type: none"> • Geese Program 4.0 	<ul style="list-style-type: none"> • TD Team 	/	/

Target	Strategies/Work	Target Group	Intended Outcome	Evaluation Method	Time Scale	Resources	Co-organizer	Generic Skills	Four key tasks
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.	<p>General Studies Panel Use 'GROWTH' as the core development elements of Geese Program 4.0 to promote the professional growth of teachers.</p> <ul style="list-style-type: none"> • G: Goal-setting R: Review O: Lesson Observation W: Working together T: Training H: Highlights 	<ul style="list-style-type: none"> • General Studies teachers who choose General Studies as their developmental goal 	<p>From teachers' questionnaire and teacher interview, 70% of teachers can identify their own difficulties in teaching and set the path of personal professional growth.</p> <p>From Micro Lesson Study Scheme, co-planning, major subjects' minutes, teachers' questionnaires and interview, 70% of teachers can</p> <ul style="list-style-type: none"> • improve their teaching pedagogies through the scheme and co-planning. • fulfill the requirements of the teacher professional development ladder, participate in core training course of at least 8 hours. • understand their own strengths and weaknesses through a diversified sharing platform, and help them improve their own teaching difficulties effectively. 	<ul style="list-style-type: none"> • Geese Program 4.0 • Micro Lesson Study Scheme • Co-planning • Records of major subjects' minutes • Teachers' questionnaire • Teachers' interview 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • Geese Program 4.0 	<ul style="list-style-type: none"> • TPD Team 	/	/

F. Comprehensive Student Guidance Service Year Plan

I. Overall Aims

1. To cultivate a positive and caring school culture, according to school's individual characteristics, for the promotion of healthy development for all students.
2. To provide an all-round supportive care system to our students for establishing a positive values and view of life.
3. To develop and maximize potentials of students and to help them build up the basic knowledge, skills and attitude in the four areas of personal, social, academic and career development through planned and progressive key learning areas.
4. To provide different preventive moral education activities for enhancing students' morality.
5. To help students with individual needs through individual and group counselling.
6. To provide timely intervention and follow-up for crisis cases. To identify, counsel and refer students with special educational needs to relevant professional support services.
7. To promote home-school cooperation and develop parent education.
8. To provide teachers with professional training related to guidance and counselling skills for enhancing their understanding of the students' behaviours and developmental needs.

II. General Information of school and students

1. Strengths

- Under the New Funding Mode of SGS Grant, there are two school social workers (included one full-time and one part-time school social worker) stationed at school to provide counselling service and variety of groups and programs for development of students. Besides, school social workers maintain a good working relationship and cooperate closely with school personnel for students with different developmental needs.
- Students are very enthusiastic and optimistic. They are willing to learn and dare to try. They enjoy participating different activities and they love to go to school. Besides, students are willing to serve others and carry out their duties as student helpers. Their commitment was strengthened.
- The relationship of teacher and students is close. Under the main theme of "Po Kok Family, Racial Harmony", school is full of caring and harmonious atmosphere, it enhances students' belongings to school.
- A great variety of activities are provided to students in order to help their development. Respond to the development of the epidemic, school social workers provide comprehensive supports to students and parents.
- The school-parent communication is satisfactory.

2. Weaknesses

- Some students become obsessed with the Internet, especially during the suspension of classes.
- Students could not serve in the community due to the development of epidemic, thus the in-depth feedback and services promotions could not be finished too.
- Due to the development of epidemic, some planned programs were suspended, the outcomes could not be fully evaluated.

- More attentions should be paid to the students regarding to their adaption after school resumption, emotions and mental health issues.
- Big Brothers and Big Sisters Scheme should be more systemic.

III. Implementation Strategies

1. To provide counselling service, group activities or workshop to students regarding to use the electric devices wisely.
2. To provide opportunities for students to serve in the community and promote voluntary service to all students via school campus TV or newsletter etc.
3. To implement those activities/programs were not fully evaluated in the previous school year in order to examine the outcome.
4. To provide counselling service or core group activities to those students who have adaption, emotion or mental health problem after school resumption.
5. To implement a systematic leadership training for Big Brothers and Big Sisters with self-reflection.
6. To develop and implement programmes and training for students to enhance students' sense of belonging to school and leadership skills.
7. To provide supports/programs to students via Zoom if necessary.

IV. Annual plan

1. Activities for responding to the major concerns: Major Concern 1: Inspire students' thinking and deepen their learning Major Concern 2: Foster PoKokese Virtues: Love Po Kok, Love Hong Kong						
Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
1. Counselling						
Counselling	<ul style="list-style-type: none"> • To help students with individual needs, including emotional, behavioral and learning problems through individual and group counselling. • To identify, counsel and refer students with special educational needs to relevant professional support services. • To promote home-school cooperation for helping students to cope with challenges and difficulties. Home visit will be given if necessary. 	<ul style="list-style-type: none"> • Depending on the school needs. • In general, the quantity of cases is about 3% of all students. 	All students	09/2021-08/2022	N.A.	Social worker
2. Moral Education						
Moral Education	<ul style="list-style-type: none"> • A new tailor-made, school based curriculum which combined personal growth education and moral education caters the needs of NCS 	From lesson observation and votes of students: <ul style="list-style-type: none"> • Over 70% of students 	All students	09/2021-05/2022	N.A.	Teachers and social worker

	<p>students.</p> <ul style="list-style-type: none"> • The new curriculum is not only helping students building up the basic knowledge, skills and attitude in the four areas of personal, social, academic and career development but also nurturing in students' seven priority values and attitudes, which are "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity", and "care for others". • School social worker will take turn to the class to co-teach with teachers. 	<p>understand the aims and contents of the programmes.</p> <ul style="list-style-type: none"> • 70% of P.1-6 students think Moral education can cultivate their positive attitude and value towards healthy life, can respect and care about others. • 70% of students agree that they participated actively and happily in lessons. 				
3. School-based counselling activities						
3.1 Po Kok Super STAR Scheme	<ul style="list-style-type: none"> • To encourage students to have excellent performance in academic, discipline, courtesy appreciation and responsibility. • To help students build up positive life values in different aspects. 	<ul style="list-style-type: none"> • 40% of students become Po Kok Super STAR 	All students	09/2021-06/2022	\$1,000	All teachers DC team, and social worker
3.2 Outstanding Students Campaign	<ul style="list-style-type: none"> • It helps students to be a better person and promote positive attitudes. • P.3-6 class teachers nominate 3 candidates from each class. Principal, teachers and students vote for the "Outstanding students" considering different aspects. 	<ul style="list-style-type: none"> • Over 80% of the students agree that the programme can help them learn how to be a better student and promote their positive attitude. 	All students	09/2021-05/2022	\$1,000	All teachers DC team, and social worker
3.3 Inter-class competition	<ul style="list-style-type: none"> • The programmes aim at promoting good sense of responsibility, self-discipline, proper attitude to get along with other people and self-care ability among students. • Teacher will score the class according to program guidelines. <ul style="list-style-type: none"> • Discipline (Sept to Oct 2021, Feb to March 2022) • Courtesy (Nov to Dec 2021, April) 	<ul style="list-style-type: none"> • Over 80% of students agree that the programs help them to enhance the ability of self-discipline. • Over 80% of students agree that the program encourage them to perform well in the school. • Over 70% of students agree that the program can cultivate 	All students	09/2021-05/2022	\$1500	All teachers DC team, and social worker

to May 2022)		their sense of self-discipline, respect and care about others.				
3.4 Understanding Adolescent Project P.4 - P.6	<ul style="list-style-type: none"> • Students learn how to tackle problems and control their emotions through games, workshops and sharing. 	<ul style="list-style-type: none"> • 80% of students agree that the program has increased their sense of effort and responsibility. 	P.4-P.6 selected students	10/2021-07/2022	\$142,359	DC team, social worker and HKPA.
3.5 Prefect Training Camp	<ul style="list-style-type: none"> • To enhance prefects' commitment, leadership • To strengthen prefects' communication and problem-solving abilities. • To assist prefects in the implementation of duties. 	<ul style="list-style-type: none"> • Over 80% of students agree that the program can enhance their commitment and leadership. • Over 80% of students agree that they learn the skills and knowledge of being a leader. 	P.4-P.6 prefects	To be confirmed	\$20,000	DC team, and social worker
3.6 P.1 Ice-breaking activity and self-management workshop	<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. 	<ul style="list-style-type: none"> • Over 80% of students agree that the activity helps them to have good interpersonal skills. • Over 80% of students feel satisfied with the activity. 	P.1 students	To be confirmed	\$500	Social worker
3.7 Big Brothers Big Sisters Scheme	<ul style="list-style-type: none"> • Team A: Senior students will go to help P.1 students during lunch time • Team B: Senior students will accompany junior SEN students to have activities in student support room. • A systematic training will be given to selected senior students by school social worker. Students will have a record book to record the training sessions and service hours. They will carry out duties in the recess or lunch time in so as to help other students. • Two training workshops will be provided to two teams respectively in order to enhance students' commitment and leadership. 	<ul style="list-style-type: none"> • 70% of big brothers and big sisters fulfilled their duties and carried out their duties. • Over 80% of students agree that they know the proper way to take care of junior students and respect each other. • Over 80% of students agree that their commitment and leadership can be enhanced. 	<ul style="list-style-type: none"> - Senior students: P.4-P.6 - Junior students: P.1-P.3 	09/2021-05/2022	\$20,000	Student support team and social worker
3.8 Community Participation-Smart	<ul style="list-style-type: none"> • Volunteer Training and Community Services. • To encourage students to participate in different volunteer services in order to help 	<ul style="list-style-type: none"> • Over 80% of students have good caring attitude to other people. • Over 80% of students agree that 	All students	09/2021-05/2022	\$6,000	All teachers, social worker and NGOs

Volunteer	<p>the people in needs in the society.</p> <ul style="list-style-type: none"> • To enhance students' commitment and leadership via doing voluntary work. 	<p>volunteer work encourages them to have better sense of responsibility.</p> <ul style="list-style-type: none"> • Over 80% of students agree that volunteer work can enhance their commitment and leadership skills. 				
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"> • Over 80% of students understand the aims and content of the activity. • Over 80% of student can gain knowledge or positive messages from the seminars. 	All students	09/2021-06/2022	\$8,000	Discipline and counseling team, Social worker and NGOs
4. Programmes for specific targets						
4.1 P.1 adaptation workshop	<ul style="list-style-type: none"> • To assist P.1 new comers to know more about Po Kok. • To introduce the school facilities to P.1 students. • To introduce the teachers and social worker to students that they can seek help if necessary. 	<ul style="list-style-type: none"> • Over 80% of students agree that the workshop help them understand more about Po Kok and school facilities. • Over 80% students know that who can ask for help if they encounter difficulties. 	Selected P.1-P.6 Students	09/2021	\$500	School social worker
4.2 Social skills training program	<ul style="list-style-type: none"> • To enhance the social skills ability of SEN students. 	<ul style="list-style-type: none"> • Over 70% of students agree that the program helps them to know proper way to get along with other people. 	Selected P.1-P.6 Students	10/2021 - 06/2022	\$1,000	Social worker
4.3 P.1 class management workshop	<ul style="list-style-type: none"> • To enhance students' self-care ability. • To invite the students with low self-care ability to participate in the program. 	<ul style="list-style-type: none"> • Over 70% of students agree that the workshop helps them to have better ability to take care of themselves. 	P.1 (8-10 students)	10/2021-05/2022	N.A	Social worker and NGOs
4.4 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. 	<ul style="list-style-type: none"> • Over 70% of students develop good hand strength and feel satisfied with the program. 	P.1-3, P.4-6	10/2021-06/2022	N.A	Social worker and SWD
4.5 Project of Supporting SEN Students	<ul style="list-style-type: none"> • To assist SEN students in different trainings 	<ul style="list-style-type: none"> • Over 70% students attend the training. 	Selected P.1 – P.6 Students	10/2021-06/2022	N.A	Teachers, Social worker and NGOs

		<ul style="list-style-type: none"> Over 70% students' communication skills, learning motivation and self-management skills were improved after the training. 				
5. Student support activity						
5.1 P.6 Graduation Camp	<ul style="list-style-type: none"> To enhance team spirit. To enhance the ability of problem solving. To provide opportunities for students to gain life experience in the natural environment and extend classroom learning. 	<ul style="list-style-type: none"> Over 80% of students understand the aims and contents of the activity. Over 80% of students give positive feedback to the activity. 	P.6	4/2022	N.A.	Teachers, Social worker and NGOs
6. Activities for Parents						
6.1 Parent day supporting programme	<ul style="list-style-type: none"> To provide different information, including social services for ethnic minorities, SEN information, health information...etc. to Non-Chinese parents. This would help to enlarge their network in the community. 	<ul style="list-style-type: none"> Over 70% of parents agree that the programme is beneficial to them and they can gain information 	Parents	To be confirmed	N.A.	Social worker and NGOs
6.2 Parent and Child Fun Art Group	<ul style="list-style-type: none"> To enhance communication and relationship between parents and children through group activities and handicraft making. 	<ul style="list-style-type: none"> Over 70% of parents and children feel satisfied with the activity. Over 70% of parents and children agree that the seminar is beneficial to them. 	Parents	To be confirmed	N.A.	Social worker and NGOs

V. Others

Services/ Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Person(s)- in-charge
Policy and Organization	For school social worker, <ul style="list-style-type: none"> To attend meeting for handling crisis cases. To organize teacher training for enhancing teachers' ability to handle crisis cases. To attend school meeting, depending on the necessity. 	<ul style="list-style-type: none"> To attend the school meeting, depends on the necessity. 	All teachers	09/2021-08/2022	Principal, all teachers and social worker

Case Referral	<ul style="list-style-type: none"> To set up and implement the internal and external referral system whereby students' specific needs are addressed with the most appropriate services. 	<ul style="list-style-type: none"> Over 80% of teachers know the referral system well. 	All teachers	09/2021-08/2022	Discipline and counseling team
Supporting Teachers	<ul style="list-style-type: none"> Teachers' training According to the needs of school, teachers training will be organized and arranged properly. 	<ul style="list-style-type: none"> Over 80% of teachers agree that the training programme is beneficial to them. 	All teachers	09/2021-08/2022	Social worker and NGOs

VI. Evaluation and supervision

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

VII. Manpower

- Po Kok Primary School agrees to pay HK\$772,000 of 1 year's total amount of payment to Hong Kong Playground Association by using the SGS grant for purchasing 1-year Comprehensive student guidance service. The payment shall be made in two installments.
- Social worker's stationing time:

Monday, Tuesday, Thursday and Friday	9:00am to 5:00pm (including 1 hour for lunch)
Wednesday	9:00am to 1:00pm

- 0.5 Social worker's stationing time:

Tuesday and Friday (2days) (to be discussed with school)	9:00am to 5:00pm (including 1 hour for lunch)
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- Supervision service

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

VII. Budget

Content	HK\$
Payment of Comprehensive student guidance service to Hong Kong Playground Association (including a full time social worker, a part-time social worker, supervision service for one year)	\$772,000
Total:	\$772,000

G. Plans for Government Fundings

1. Plan for ‘Capacity Enhancement Grant’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Relieving teachers’ workload for curriculum development 	<ul style="list-style-type: none"> To employ 1 full time and 1 part time janitor to assist in the daily routines, for example cleaning and photocopying. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$332,712.00 will be used to cover the salary and MPF of 1 full time and 1 part time janitor from 9/2021 to 8/2022. 	<ul style="list-style-type: none"> Teachers’ questionnaire will be used to assess the janitors’ performances at the end of the term. 	<ul style="list-style-type: none"> Ms Mimi Lok SM Team

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

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Support teachers’ teaching with Information Technology. 	<ul style="list-style-type: none"> To purchase consumables, IT equipment and online services. 	<ul style="list-style-type: none"> 9/2021 8/2022 	<ul style="list-style-type: none"> A sum of \$400,000 will be used to purchase consumables, IT equipment and online services from 9/2021 to 8/2022. 	<ul style="list-style-type: none"> School IT equipment will be updated and consumables will be purchased. 	<ul style="list-style-type: none"> Mr John Tang IT Team

3. Plan for ‘Information Technology Staffing Support Grant’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Support teachers’ teaching with Information Technology. 	<ul style="list-style-type: none"> Employ a IT Company to support the IT system and help solve IT problems encountered. 	<ul style="list-style-type: none"> 11/2021 8/2022 	<ul style="list-style-type: none"> The amount will be confirmed after the tender result and passed by IMC in 10/2021. 	<ul style="list-style-type: none"> At the end of the term, use questionnaire to evaluate the performance of the TSS. 	<ul style="list-style-type: none"> Mr John Tang IT Team

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

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> To expand the number of teaching assistants and counsellor in order to provide extra support for SEN students. 	<ul style="list-style-type: none"> To employ 2 teachers and 1 full time teaching assistant 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$1,024,065 will be used to cover the salary and MPF of 2 teachers and 1 full time teaching assistant from 9/2021 to 8/2022. 	<ul style="list-style-type: none"> The teaching assistants and counsellor will be assessed by the school appraisal system. 	<ul style="list-style-type: none"> Ms Joe Wong SS Team
<ul style="list-style-type: none"> To provide different training programmes for SEN students to help them learn effectively in normal school. 	<ul style="list-style-type: none"> Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$481,000 will be used to purchase different training services and learning aids. (arts training \$45,000, attentiveness training \$45,000, speech therapy \$98,000-ESTG, teaching materials \$15,000-ESTG and Stationery \$45,000, Paired-reading materials \$45,000, Learning materials \$45,000, Prize \$40,000, On-line teaching materials \$35,000, Cultural Exchange \$20,000, Training Camp \$40,000, UNSW \$8,000) 	<ul style="list-style-type: none"> Lesson observations will be used to assess the service provider. Besides, progress about students will be evaluated by reports from the service provider. 	<ul style="list-style-type: none"> Ms Joe Wong SS Team

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

*Name/type of activity	Objectives of the activity	Success criteria (E.g. learning effectiveness)	Method(s) of evaluation (E.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating target students [#]	Estimated expenditure (\$)	Name of partner/ service provider (if applicable)
<ul style="list-style-type: none"> Enrichment Classes and Remedial Classes (P.5-6 Chinese and Mathematics) 	<ul style="list-style-type: none"> To strengthen students’ study standard in the subjects of Chi and Maths. 	<ul style="list-style-type: none"> Over 80% of the participants agree that the class is useful and can enhance their subject knowledge. 	<ul style="list-style-type: none"> By observation 	<ul style="list-style-type: none"> 10/2021 - 7/2022 	<ul style="list-style-type: none"> 35 	<ul style="list-style-type: none"> \$30,000 	<ul style="list-style-type: none"> Service Provider
<ul style="list-style-type: none"> Cooking Class (Materials) 	<ul style="list-style-type: none"> To cultivate students’ self-confidence and social skill. 	<ul style="list-style-type: none"> Over 80% of the participants participate in the class actively and enhance their self-confidence. 	<ul style="list-style-type: none"> By observation 	<ul style="list-style-type: none"> 10/2021 - 7/2022 	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> \$13,200 	<ul style="list-style-type: none"> All teachers

#Target students: CSSA recipients, SFAS full-grant recipients and under school’s discretionary quota

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

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> To support the learning and personal development of NCS students 	<ul style="list-style-type: none"> To employ 2 teachers and 1 full time teaching assistants to assist in organizing activities and support the learning of NCS students. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$1,057,014 will be used to cover the salary and MPF from 9/2021 to 8/2022. 	<ul style="list-style-type: none"> More manpower to support the learning of NCS students, especially in Chinese learning. 	<ul style="list-style-type: none"> Ms Mimi Lok SM Team
<ul style="list-style-type: none"> To develop a tailor-made NCS Chinese curriculum and Chinese interdisciplinary curriculum to cater for their needs of learning. 	<ul style="list-style-type: none"> To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater for NCS students. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$300,000 will be used for the development of NCS curriculum of different subjects and to cover the cost of creating the teaching aids, and printing the textbooks and exercises from 9/2021 to 8/2022. 	<ul style="list-style-type: none"> Over 80% students agree that they can learn more effectively with the support of the school based textbooks and teaching aids. (Students’ questionnaire) 	<ul style="list-style-type: none"> Ms Shirley Lai CD Team
<ul style="list-style-type: none"> To stimulate NCS students’ interest in Chinese learning. 	<ul style="list-style-type: none"> Buy varies IT equipment and E-learning platform to enhance the interaction in class so as to enhance students’ Chinese learning motivation. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$100,000 will be used for the development of Chinese E-learning Platform and buy IT equipment from 9/2021 to 8/2022. 	<ul style="list-style-type: none"> Over 80% students agree that they have more motivation in Chinese learning with the support of the IT equipment and E-learning platform. 	<ul style="list-style-type: none"> Ms Shirley Lai CD Team
<ul style="list-style-type: none"> To deliver various programs and activities so as to help improve the learning and teaching of NCS students. 	<ul style="list-style-type: none"> Organise different activities for NCS students to support their learning. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$70, 000 will be used to cover the cost of all mentioned activities. 	<ul style="list-style-type: none"> Over 80% students agree that they can learn Chinese more effectively with the support of the activities. (Students’ questionnaire) 	<ul style="list-style-type: none"> Ms Joe Wong SS Team

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

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> Nurturing a good reading culture in schools. Enabling students to derive pleasure and enjoyment from reading. Upgrade students’ reading skill and capability to use language. 	<ul style="list-style-type: none"> To purchase of printed books and e-books. To hire writers, professional storytellers, etc. to conduct talks. To hire of service from external service providers to organize student activities related to the promotion of reading. To pay the application fees for activities and competition related to the promotion of reading. To subsidize students for their participation in and application for reading related activities or course. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$31,000 will be used to cover the cost of all mentioned activities. 	<ul style="list-style-type: none"> 70% students can get Level 2 Reading awards of the Happy Reading Program. 	<ul style="list-style-type: none"> Ms Becky Hung Library Team

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

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
<ul style="list-style-type: none"> To expand the number of teaching assistant in order to provide extra support for SEN students. 	<ul style="list-style-type: none"> To employ 1 teaching assistant. 	<ul style="list-style-type: none"> 9/2021-8/2022 	<ul style="list-style-type: none"> A sum of \$195,300 will be used to cover the salary and MPF of 1 full time teaching assistant from 9/2021 to 8/2022. 	<ul style="list-style-type: none"> The teaching assistants will be assessed by the school appraisal system. 	<ul style="list-style-type: none"> Ms Joe Wong SS Team
<ul style="list-style-type: none"> To strengthen students’ study standard in the subjects of Chi and Maths. 	<ul style="list-style-type: none"> To employ around six tutors to give extra lesson for around 10 students in the subjects of Chi and Maths to have consolidation. 	<ul style="list-style-type: none"> 10/2021-7/2022 	<ul style="list-style-type: none"> A sum of \$50,000 will be used to purchase service for Chi and Maths remedial classes and \$10,000 will be used for teaching materials.. 	<ul style="list-style-type: none"> Over 80% of the participants agree that the class is useful and can enhance their subject knowledge. 	<ul style="list-style-type: none"> Ms Maxine Lui ASS team Service Provider

9. Plan for 'Life-wide Learning Grant'

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
1	Visit Wong Nai Chung Road Crescent Garden • To learn about facilities in the park	Cross-Disciplinary (Others)	Nov	P.1	81	Students' work	3,000	✓	✓	✓		
2	Visit Tai Tam Country Park • To learn about facilities in the park • To observe different plants in the park	Cross-Disciplinary (Others)	Feb	P.2	77	Students' work Teachers' observation	5,000	✓	✓	✓		
3	Visit Health Education Exhibition & Resource Centre • To learn about food safety and food labels	Cross-Disciplinary (Others)	Apr	P.4	82	Students' work Teachers' observation	5,000	✓	✓	✓		
4	MTR Budding Station Master Programme • To understand the daily operations of MTR	Cross-Disciplinary (Others)	Mar	P.5	77	Students' work Teachers' observation	5,000	✓	✓	✓		✓
5	Visit Hong Kong Observatory • To learn about the observatory's work and foster disaster preparedness	Cross-Disciplinary (Others)	May	P.6	72	Students' work Teachers' observation	5,000	✓	✓	✓		✓
6	One Person, One Flower Scheme • To learn about how to take care of plants	GS	Nov-Mar	P.1-6	461	Students' work	6,000	✓	✓		✓	
7	Life Education Activity Programme • To recognise the importance of establishing a healthy lifestyle	GS	Jan-Feb	P.1,2,5	235	Students' work Teachers' observation	5,000	✓	✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
8	Shopping in the supermarket • To strengthen students' understanding on the concept of currency exchange	Maths	Feb	P.2	77	Students' work	3,000	✓	✓					
9	Visit Hong Kong Museum of Art • To appreciate the famous art work	VA	Mar	P.4	82	Students' work Teachers' observation	10,000	✓	✓					
10	STEM Week / STEM Day • To apply STEM and programming skills	Cross-Disciplinary (STEM)	Jan / Jul	P.1-6	461	Students' work Teachers' observation	150,000	✓	✓					
11	Synergy in Science held by Disneyland • To define synergy Demonstrate how the illusion of 3D is created in a theater experience	Cross-Disciplinary (STEM)	Jun	P.5-6	30	Students' work Teachers' observation	20,000	✓	✓	✓				
12	ATEC 3D Printing Workshop • To apply and learn more about different kinds of 3D Printing	Cross-Disciplinary (STEM)	Jan	P.6	72	Students' work Teachers' observation	20,000	✓	✓					
13	Conduct Panel-based Life-wide Learning Activities • To organise different kinds of life-wide learning activities and visits to consolidate the learning of various subjects	All Panels	Sept 2021 to Jun 2022	P.1-6	461	Students' work Teachers' observation	100,000	✓	✓	✓	✓	✓		
14	Sports Day • To provide opportunities for students to learn more sportsmanship and enhance their sense of belongings	PE	14/3/2022	P.1-6	461	Teachers' observation	10,000	✓	✓	✓	✓	✓		
15	World Book Day • To cultivate students' reading habits and enhance their creativity	Reading	7/4/2022	P.1-6	461	Students' work Teachers' observation	10,000	✓	✓	✓	✓	✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			I	M	P	S	C
16	PE Games Day • To provide opportunities for students to learn more sports outside the normal curriculum	PE	Jul	P.1-6	461	Students' work Teachers' observation	5,000	✓	✓	✓		✓
17	Integrated Arts Day • To provide opportunities for students to learn Arts outside the normal curriculum	Cross-Disciplinary (Others)	Jul	P.1-6	461	Students' work Teachers' observation	5,000	✓	✓	✓		✓
18	School Picnic • To enhance students' self-confidence and class spirit through adventure-based activities	Moral Education	12/11/2021	P.1-6	461	Teachers' observation	20,000		✓	✓	✓	
19	Organising School Teams (Indian Dance) • To provide opportunities for students to deepen their multiple intelligence and strengthen their creativity and collaboration skills	Gifted Education	Sept 2021 to Aug 2022	P.1-6	30	Teachers' observation	20,000		✓	✓	✓	✓
20	Uniform Groups Overnight Camp • To develop students' leadership skills	Leadership Training	Jan /Apr	P.3-6	40	Teachers' observation	20,000		✓	✓	✓	✓
21	P.6 Graduation Camp • To enhance students' self-confidence and leadership skills	Leadership Training	27/4-29/4	P.6	72	Teachers' observation	40,000		✓	✓	✓	
22	Employ Professional Coaches for ECA • To provide different kinds of ECA for students to join	Gifted Education	Oct 2021 to May 2022	P.1-6	461	Teachers' observation	60,000					
23	Take part in various competitions and performance A. Speech Festival B. Music Festival C. School Dance Festival D. Football Competition	Gifted Education	Oct 2021 to May 2022	P.1-6	461	Competition results Teachers' observation	90,000	✓	✓	✓	✓	✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
				Level	Estimated Number of Participants			I	M	P	S	C		
	E. Handchimes Competition F. Sports Competition G. GAPSK Competition H. Race to the Line microbit Competition													
Sub-total of Item 1.1							617,000							
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
Sub-total of Item 1.2							0							
Estimated Expenses for Category 1							617,000							

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Estimated Expenses (\$)
Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning				
1	Materials and Equipment for Tuesday and Friday ECA lessons	Gifted Education	To support the Tuesday and Friday ECA lessons for a wide range of learning experiences	12,000
2				
3				
4				
5				
Estimated Expenses for Category 2				12,000
Estimated Expenses for Categories 1 & 2				629,000

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	461
Estimated number of student beneficiaries:	461
Percentage of students benefitting from the Grant (%):	100

Contact Person for LWL (Name & Post): Wong Kar Yan (PSM)

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

School Name: **Po Kok Primary School(English)**

Application No.: **D005** (for official use)

A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	4	3	3	3	2	18

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	--	--	--	--	--	--	--

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
PLP-R/W	P.1-P.3	Guided Reading	NET Section, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
<ul style="list-style-type: none"> Supportive principal and a team of enthusiastic teachers An extra NET to enrich students’ exposure to authentic English Non-Chinese speaking students who are comfortable with using English for communicative purpose A comprehensive reading to writing programme developed under the grant of EEGS Good results in the Territory-wide System Assessment 	<ul style="list-style-type: none"> A STEM programme has been recently developed. PEEGS could provide school with additional resources for implementing language-enhancement initiatives. Life-wide Learning Grant provides resources in organising excursions.
Weaknesses	Threats
<ul style="list-style-type: none"> With a majority of our students being non-Chinese speaking, a need exists to develop students’ academic literacy. There is a general lack of learning support from students’ family. Learning diversity is huge. 	<ul style="list-style-type: none"> Keen competition from other NCS schools and neighboring schools

(C) Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area of Development	Usages of the grant	Grade Level
Reading and Writing	<ul style="list-style-type: none"> Hiring a supply teacher and teaching assistant Purchasing printed titles, dictionaries and teachers' references 	P.1-P.6

(D) Focuses of the school's proposed school-based English Language curriculum initiatives to be funded under PEEGS

Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)	Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)
<input type="checkbox"/> Enrich the English language environment in school through <ul style="list-style-type: none"> conducting more English language activities*; and/or developing more quality English language learning resources for students* (*Please delete as appropriate)	<input checked="" type="checkbox"/> Purchase learning and teaching resources	<input checked="" type="checkbox"/> 2020/21 school year	<input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3
<input checked="" type="checkbox"/> Promote reading* or literacy* across the curriculum in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" (*Please delete as appropriate)	<input checked="" type="checkbox"/> Employ a full-time* or part-time* teacher (*Please delete as appropriate)	<input type="checkbox"/> 2021/22 school year	<input checked="" type="checkbox"/> P.4 <input checked="" type="checkbox"/> P.5 <input checked="" type="checkbox"/> P.6
<input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum" <ul style="list-style-type: none"> Focusing, Deepening and Sustaining" 	<input type="checkbox"/> Employ a full-time* or part-time* teaching assistant (*Please delete as appropriate)		
<input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum" <ul style="list-style-type: none"> Focusing, Deepening and Sustaining" 	<input type="checkbox"/> Procure service for conducting English language activities		
<input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum" <ul style="list-style-type: none"> Focusing, Deepening and Sustaining" 			

(E) How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Purchasing printed titles and employing a qualified full-time supply teacher to create space for the core team to develop whole-school STEM Week reading modules and the KS2 RaCProgramme for promoting reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”					
<p><u>Background and Objectives</u></p> <p>(1) Our first STEM week was launched in January 2020 and will be held as a regular event. During the week, students across all levels are able to apply STEM-related concepts in project-based settings. With the provision of Life-wide Learning Grant, the school has also arranged a broad array of excursions and visits that have close ties with different key learning areas (KLAs) to enrich students’ learning.</p> <p>(2) The English Language panel, as a servicing department, would like to support students’ cross-curricular language needs by developing the STEM Week reading modules and KS2 RaCprogramme. A diversified range of texts and activities will be introduced for: equipping students with key comprehension strategies for use with informational texts;</p> <ul style="list-style-type: none"> reinforcing subject-related concepts; broadening their knowledge base; as well as improving their motivation and engagement in reading. <p>(3) Teachers will also benefit professionally from the proposed initiatives. A deeper understanding of the language demands across the curriculum and a repertoire of pertinent instructional strategies will be developed as a result.</p> <p><u>The Core Team</u></p> <p>(1) The core team will consist of the English Language panel head and 2 experienced English Language teachers (deployed in KS1 and KS2 respectively and have taught General Studies as well).</p> <p>(2) 8 lessons per week will be released tentatively for each member and 24 lessons per week will be taken up by the supply teacher.</p> <p>(3) The core team will formulate the STEM reading modules in the first term and the RaCprogramme in the second term.</p>	<p>STEM Week Reading Module P.1-P.6</p> <p>KS2 RaC Programme P.4-P.6</p>	<p><u>STEM Reading Module</u></p> <ul style="list-style-type: none"> Planning Sep 2020 Producing activity booklets Oct 2020 Implementation and evaluation Nov 2021 to Jan 2022 <p><u>KS2 RaCProgramme</u></p> <ul style="list-style-type: none"> Planning Jan 2021 Producing activity booklets Feb 2021 Implementation and evaluation Mar and Apr 2022 <p><u>Professional sharing</u></p> <ul style="list-style-type: none"> Jun 2021 <p><u>Final review and modification</u></p> <ul style="list-style-type: none"> Jul and Aug 2022 	<p><u>STEM Reading Module</u></p> <ul style="list-style-type: none"> A total of 6 resources packages covering a total of 36 lessons will be developed. 70% of the students agree that the STEM reading module has improved their understanding of informational texts. 70% of the students agree that the STEM readingmodules have provided them with more conceptual and language inputs for their projects. <p><u>P.4- 6 RaCProgramme</u></p> <ul style="list-style-type: none"> A total of 3 resources packages covering a total of 24 lessons will be developed. 70% of KS2 students agree that the RaC programme has enhanced their reading skills and encouraged them to do extended reading. 	<ul style="list-style-type: none"> The formulated packages would be a part of the school-based reading curriculum after the completion of the project. The English Language panel head would hold an evaluation meeting at the end of the school term to encourage sharing of good practices and identify areas of refinement for the coming year. Core team members would be deployed in KS1 and KS2 in 2021-2022 to provide support to teachers of different grades. Lessons observed would be video-taped for professional development among the English Language Panel. 	<ul style="list-style-type: none"> Co-planning meetings would be arranged on bi-weekly basis. The Curriculum Team Leader and the General Studies panel head will be invited to join the co-planning meeting once a month to keep abreast of the progress and provide ideas. The core team would have evaluation meetings with all English Language teachers to evaluate the effectiveness and disseminate good practices. The core team would collect opinions of both teachers and students with the use of questionnaire survey and group interviews. Students’ assessment results will be analysed.

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<p>(4) The English Language panel head will conduct a professional development workshop for all English Language teachers in October 2020 to help them grasp the required strategies and skills in teaching the proposed STEM modules. Teachers will also be trained to use the necessary eLearning resources in the workshop. Another workshop will be conducted in March 2021 for KS2 teachers to familiarise them with the RaC modules.</p> <p>(5) Bi-weekly co-planning meetings would be arranged in a blocked period in the timetable for the core team to go through the design and implementation of the proposed modules. The Curriculum Team Leader and the General Studies Chairperson will be invited to join the co-planning meetings once a month to keep abreast of the progress and provide ideas.</p> <p>(6) The core team will try out the designed modules and open their lessons for observation for all English Language teachers once for both programmes.</p> <p>(7) Core team members will observe 1 lesson of all English Language teachers to assess the design of the packages and provide constructive feedback. Experience and good practices would be shared in subject panel meetings.</p> <p><u>Purchase of printed books</u></p> <p>(1) A total of 9 printed titles will be purchased for the STEM Week Reading Module and KS2 Reading Programme. Teachers will make use of the newly-acquired books to introduce key language features of different reading genres, target reading skills and subject-specific concepts.</p> <p>(2) Proper procurement exercises will be adopted.</p>			<ul style="list-style-type: none"> • 60% of KS2 students show improvements in reading assessments and examinations. • 80% of KS2 teachers agree that they have a deepened understanding of instructional strategies in cross-curricular reading. 	<ul style="list-style-type: none"> • Students' good samples would be kept for 3 years for future reference and professional sharing. 	

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation																										
<p><u>Details of the STEM Week Reading Modules (P.1-P.6)</u></p> <p>(1) Prior to the STEM Week, six 40-minute lessons in November 2020 would be allocated to the related reading module for each of the target levels.</p> <p>(2) An activity booklet would be designed for each title. Supporting reading materials would be included if necessary.</p> <p>(3) Students would be guided to produce a written description/report related to their STEM projects in the STEM Week in January 2021.</p> <table border="1" data-bbox="114 528 887 1452"> <thead> <tr> <th colspan="2" data-bbox="114 528 887 560">P.1 STEM Reading Module</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="114 560 887 683"> Theme: Sight Related STEM project: Magical illusion Tentative title: <i>Seeing (Acorn: The Five Senses)</i> ISBN-13: 978-1618912978 </td> </tr> <tr> <td data-bbox="114 683 434 730"><i>Target text type</i></td> <td data-bbox="434 683 887 730"> <ul style="list-style-type: none"> • An informational text </td> </tr> <tr> <td data-bbox="114 730 434 807"><i>Text structures</i></td> <td data-bbox="434 730 887 807"> <ul style="list-style-type: none"> • Description • Cause and effect </td> </tr> <tr> <td data-bbox="114 807 434 871"><i>Language focuses</i></td> <td data-bbox="434 807 887 871"> <ul style="list-style-type: none"> • Present tense • Colour words </td> </tr> <tr> <td data-bbox="114 871 434 935"><i>Text features</i></td> <td data-bbox="434 871 887 935"> <ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents </td> </tr> <tr> <td data-bbox="114 935 434 1034"><i>Subject-specific knowledge, concepts and skills</i></td> <td data-bbox="434 935 887 1034"> <ul style="list-style-type: none"> • Understand how we see • Understand the importance of self-care </td> </tr> <tr> <th colspan="2" data-bbox="114 1034 887 1066">P.2 STEM Reading Module</th> </tr> <tr> <td colspan="2" data-bbox="114 1066 887 1189"> Theme: Electric toys Related STEM project: DIY light doll Tentative title: <i>Toys Now and Then</i> by Nadia Higgins ISBN-13: 978-1641284776 </td> </tr> <tr> <td data-bbox="114 1189 434 1236"><i>Target text type</i></td> <td data-bbox="434 1189 887 1236"> <ul style="list-style-type: none"> • An informational text </td> </tr> <tr> <td data-bbox="114 1236 434 1300"><i>Text structures</i></td> <td data-bbox="434 1236 887 1300"> <ul style="list-style-type: none"> • Description • Sequence and order </td> </tr> <tr> <td data-bbox="114 1300 434 1364"><i>Language focuses</i></td> <td data-bbox="434 1300 887 1364"> <ul style="list-style-type: none"> • Vocabulary of toys • Singular and plural nouns </td> </tr> <tr> <td data-bbox="114 1364 434 1452"><i>Text features</i></td> <td data-bbox="434 1364 887 1452"> <ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Glossary </td> </tr> </tbody> </table>	P.1 STEM Reading Module		Theme: Sight Related STEM project: Magical illusion Tentative title: <i>Seeing (Acorn: The Five Senses)</i> ISBN-13: 978-1618912978		<i>Target text type</i>	<ul style="list-style-type: none"> • An informational text 	<i>Text structures</i>	<ul style="list-style-type: none"> • Description • Cause and effect 	<i>Language focuses</i>	<ul style="list-style-type: none"> • Present tense • Colour words 	<i>Text features</i>	<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents 	<i>Subject-specific knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand how we see • Understand the importance of self-care 	P.2 STEM Reading Module		Theme: Electric toys Related STEM project: DIY light doll Tentative title: <i>Toys Now and Then</i> by Nadia Higgins ISBN-13: 978-1641284776		<i>Target text type</i>	<ul style="list-style-type: none"> • An informational text 	<i>Text structures</i>	<ul style="list-style-type: none"> • Description • Sequence and order 	<i>Language focuses</i>	<ul style="list-style-type: none"> • Vocabulary of toys • Singular and plural nouns 	<i>Text features</i>	<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Glossary 					
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<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand the development of toys • Appreciate what we have 					
P.3 STEM Reading Module						
Theme: Heat Related STEM project: Heat retention bottle Tentative title: <i>How Heat Moves</i> by Sharon Coan ISBN-13: 978-1480750586						
<i>Target text type</i>	<ul style="list-style-type: none"> • An informational text 					
<i>Text structures</i>	<ul style="list-style-type: none"> • Description • Cause and effect 					
<i>Language focuses</i>	<ul style="list-style-type: none"> • Auxiliary verbs 					
<i>Text features</i>	<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Glossary • Index 					
<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand the concept of heat • Learn to protect oneself from extreme temperatures 					
P.4 STEM Reading Module						
Theme: Solar energy Related STEM project: Solar cars Tentative title: <i>Powered by the Sun</i> by Joseph Otterman ISBN-13: 978-1493866588						
<i>Target text type</i>	<ul style="list-style-type: none"> • An informational text 					
<i>Text structures</i>	<ul style="list-style-type: none"> • Description • Problem and solution 					
<i>Language focuses</i>	<ul style="list-style-type: none"> • Auxiliary verbs • Energy 					
<i>Text features</i>	<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Glossary • Index • Headings 					
<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand the importance of the sun to all living things • Learn about green energy and the urging need to protect the Earth 					

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation	
<p align="center">P.5 STEM Reading Module</p> <p>Theme: Coding Related STEM project: mBot Tentative title: <i>How Coding Works</i> by George Anthony Kulz ISBN-13: 978-1641853866</p>						
<i>Target text type</i>						<ul style="list-style-type: none"> • An informational text
<i>Text structures</i>						<ul style="list-style-type: none"> • Description • Problem and solution
<i>Language focus</i>						<ul style="list-style-type: none"> • Vocabulary on coding
<i>Text features</i>						<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Glossary • Index • Headings
<i>Subject-specific content knowledge, concepts and skills</i>						<ul style="list-style-type: none"> • Understand how coding impacts the world by encouraging creativity and problem-solving • Have a deepened understanding of the digital world
<p align="center">P.6 STEM Reading Module</p> <p>Theme:Space exploration Related STEM project: Lego Mindstorm Tentative title: <i>Space Robots</i> by Elizabeth Noll ISBN-13: 978-1618912954</p>						
<i>Target text type</i>						<ul style="list-style-type: none"> • An informational text
<i>Text structures</i>						<ul style="list-style-type: none"> • Description • Sequence • Problem and solution
<i>Language focus</i>						<ul style="list-style-type: none"> • Vocabulary on space exploration
<i>Text features</i>						<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Glossary • Index • Headings
<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand the development of robotic technology • Understand how mankind explores the universe with the use of different robots 					

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation												
<p>● Teaching and learning activities</p> <ul style="list-style-type: none"> Teachers would help students understand and decode the chosen titles with a wide range of reading strategies (schema activation, K-W-L Chart, working out meaning of unfamiliar words with the use of pictorial clues and context, locating specific information, using phonological strategies to decode words, etc.). An activity booklet would be designed for each title. Supporting reading materials (eBooks and articles from the Internet) would be included to support the teaching of key concepts. Teachers will employ different eLearning resources (RainbowOne and interactive whiteboard) to enhance learning motivation and promote different modes of interaction. Quizzes and games would be conducted with the use of RainbowOne to collect prompt feedback on students' learning. KS2 students will be taught to use graphic organisers (timelines, mind maps, etc.) to summarise what they have read. During the STEM Week in January 2021, students will be asked to write a description or a report of their creation/ project with the guidance of teachers. <p>● Sample STEM reading module</p> <ul style="list-style-type: none"> Prior to the STEM Week, six 40-minute lessons in November would be allocated to the related reading module. <table border="1" data-bbox="114 1050 887 1497"> <thead> <tr> <th colspan="2" data-bbox="114 1050 887 1082">P.2 STEM Reading Module</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="114 1082 887 1203"> Theme: Electric toys Related STEM project: DIY light doll Tentative title: <i>Toys Now and Then</i> by Nadia Higgins ISBN-13: 978-1641284776 </td> </tr> <tr> <td data-bbox="114 1203 434 1251"><i>Target text type</i></td> <td data-bbox="434 1203 887 1251"> <ul style="list-style-type: none"> An informational text </td> </tr> <tr> <td data-bbox="114 1251 434 1315"><i>Text structures</i></td> <td data-bbox="434 1251 887 1315"> <ul style="list-style-type: none"> Description Sequence and order </td> </tr> <tr> <td data-bbox="114 1315 434 1410"><i>Language focuses</i></td> <td data-bbox="434 1315 887 1410"> <ul style="list-style-type: none"> Vocabulary of toys Singular and plural nouns Adjectives </td> </tr> <tr> <td data-bbox="114 1410 434 1497"><i>Text features</i></td> <td data-bbox="434 1410 887 1497"> <ul style="list-style-type: none"> Illustrations, labels and captions Table of contents Glossary </td> </tr> </tbody> </table>	P.2 STEM Reading Module		Theme: Electric toys Related STEM project: DIY light doll Tentative title: <i>Toys Now and Then</i> by Nadia Higgins ISBN-13: 978-1641284776		<i>Target text type</i>	<ul style="list-style-type: none"> An informational text 	<i>Text structures</i>	<ul style="list-style-type: none"> Description Sequence and order 	<i>Language focuses</i>	<ul style="list-style-type: none"> Vocabulary of toys Singular and plural nouns Adjectives 	<i>Text features</i>	<ul style="list-style-type: none"> Illustrations, labels and captions Table of contents Glossary 					
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Proposed school-based English Language curriculum initiatives			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Grade	English Language	General Studies					
<i>Subject-specific content knowledge, concepts and skills</i>		<ul style="list-style-type: none"> • Understand the development of toys • Appreciate what we have 					
Pre-reading							
<ul style="list-style-type: none"> • Invite students to bring their favourite toys to school. • Get students to do a show-and-tell about their toys. • Show students toys from different times and ask them to guess when they were made. • Show students the cover of the book Toys Then and Now and have students make predictions on the genre and the content based on the title and the illustrations. 							
While-reading							
<ul style="list-style-type: none"> • Do a picture walk with students before reading. • Direct students' attention to the text features (illustrations, captions, etc.) of informational texts. • Highlight the use of organisational aids (bold and colour prints). • Go through unfamiliar words with students using different reading strategies. • Compare toys from the past and toys now. • Check students' understanding about the toys they have read about through a quiz on <i>RainbowOne</i>. 							
Post-reading							
<ul style="list-style-type: none"> • Show students some more toys from the website 'Toy Hall of Fame'. https://www.toyhalloffame.org/ • Practise describing the toys in terms of their colours, sizes and features with the use of adjectives. • Have students design a new electronic toy and share about it in class. • During the STEM Week, invite students to write a short description about their DIY light doll. Teachers will go through the target sentence structures and vocabulary. Students' writing will be displayed on the board as a part of the STEM display. 							
Details of the KS2 RaCProgramme							
<ul style="list-style-type: none"> • 1 package would be developed per grade, with each covering eight 40-minute lessons. • Tentative themes are selected after conducting curriculum mapping with the General Studies panel head. 							

Proposed school-based English Language curriculum initiatives			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
P.4	<i>Healthy Eating</i>	<i>Healthy Body</i>					
P.5	<i>Travelling around Hong Kong</i>	<i>Life in Hong Kong</i>					
P.6	<i>Natural Disasters</i>	<i>World Issues</i>					
P.4 RaC Module							
Tentative title: <i>Healthy Eating</i> by Jenny Dooley and Virginia Evans ISBN-13: 978-1471540394							
<i>Target text types</i>	<ul style="list-style-type: none"> • Informational texts • Narratives 						
<i>Language focuses</i>	<ul style="list-style-type: none"> • Vocabulary about food groups • Uncountable and countable food items • Quantifiers 						
<i>Text features</i>	<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Headings • Charts • Picture Dictionary 						
<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand the importance of a balanced diet • Learn to make smart food choices • Learn to take care of one's body 						
P.5 RaC Module							
Theme: Hong Kong Tentative title: <i>Lost in Hong Kong</i> by Matthew Cooper ISBN-13: 978-9881299109							
<i>Target text types</i>	<ul style="list-style-type: none"> • Narratives • Maps and legends • Articles 						
<i>Language focuses</i>	<ul style="list-style-type: none"> • Places in Hong Kong and activities • Transportation • Gerunds • Adjectives 						
<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand and appreciate the vibrant culture of Hong Kong • Deepen sense of belonging as Hong Kong citizens 						

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation								
<p style="text-align: center;">P.6 RaC Module</p> <p>Theme: Natural Disasters Tentative title: <i>Natural Disasters</i> by Diana Noonam ISBN-13: 978-0743909051</p> <table border="1" data-bbox="114 344 887 786"> <tr> <td data-bbox="114 344 434 408"><i>Target text types</i></td> <td data-bbox="434 344 887 408"> <ul style="list-style-type: none"> • Informational texts • Newspaper articles </td> </tr> <tr> <td data-bbox="114 408 434 501"><i>Language focuses</i></td> <td data-bbox="434 408 887 501"> <ul style="list-style-type: none"> • Natural disasters • Gerunds • Conjunctions </td> </tr> <tr> <td data-bbox="114 501 434 657"><i>Text features</i></td> <td data-bbox="434 501 887 657"> <ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Headings • Charts and tables • Index and glossary </td> </tr> <tr> <td data-bbox="114 657 434 786"><i>Subject-specific content knowledge, concepts and skills</i></td> <td data-bbox="434 657 887 786"> <ul style="list-style-type: none"> • Understand how natural disasters affect our lives • Appreciate the effort of relief organisations worldwide </td> </tr> </table> <p>● Teaching and learning activities</p> <p>(1) A reading to writing booklet with the following elements would be designed for each title:</p> <ul style="list-style-type: none"> • Learning objectives, previous knowledge and pre-reading tasks (prediction and looking up meaning of words in the dictionary) • While-reading tasks (confirming predictions, levelled questions, discussion and situational questions) • Post-reading tasks (role play, writing tasks and extended reading) for developing students’ critical thinking and generic skills • Self-evaluation and peer evaluation • Teacher’s comments and parents’ comments <p>(2) Teachers would help students understand and decode the chosen titles with a wide range of reading strategies (schema activation, K-W-L Chart, working out meaning of unfamiliar words with the use of pictorial clues and context, locating specific information, using phonological strategies to decode words, etc.)</p> <p>(3) Teachers will employ different eLearning resources (<i>RainbowOne</i> and interactive whiteboards) to enhance learning motivation and promote different modes of interaction.</p>	<i>Target text types</i>	<ul style="list-style-type: none"> • Informational texts • Newspaper articles 	<i>Language focuses</i>	<ul style="list-style-type: none"> • Natural disasters • Gerunds • Conjunctions 	<i>Text features</i>	<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Headings • Charts and tables • Index and glossary 	<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand how natural disasters affect our lives • Appreciate the effort of relief organisations worldwide 					
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<p>(4) One excursion or visit related to the themes would be arranged with the use of the Life-wide Learning Grant to broaden students' horizons and connect their learning experiences across different KLAs.</p> <p>● Sample RaC module The module will be taught over eight 40-minute lessons after corresponding textbook chapters (Ch. 3 <i>Healthy eating</i> and 4 <i>A balanced diet</i>).</p> <table border="1" data-bbox="114 475 887 1477"> <thead> <tr> <th colspan="2" data-bbox="114 475 887 512">P.4 RaC Module</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="114 512 887 632"> Theme: Healthy Eating Tentative title: <i>Healthy Eating</i> by Jenny Dooley and Virginia Evans ISBN-13: 978-1471540394 </td> </tr> <tr> <td data-bbox="114 632 439 724"><i>Target text types</i></td> <td data-bbox="439 632 887 724"> <ul style="list-style-type: none"> • Informational texts • Narratives • Food labels </td> </tr> <tr> <td data-bbox="114 724 439 817"><i>Language focuses</i></td> <td data-bbox="439 724 887 817"> <ul style="list-style-type: none"> • Vocabulary related to food groups • Uncountable and countable food items • Quantifiers </td> </tr> <tr> <td data-bbox="114 817 439 975"><i>Text features</i></td> <td data-bbox="439 817 887 975"> <ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Headings • Charts • Picture Dictionary </td> </tr> <tr> <td data-bbox="114 975 439 1099"><i>Subject-specific content knowledge, concepts and skills</i></td> <td data-bbox="439 975 887 1099"> <ul style="list-style-type: none"> • Understand the importance of a balanced diet • Learn to make smart food choices • Learn to take care of one's body </td> </tr> <tr> <th colspan="2" data-bbox="114 1099 887 1142"><i>Pre-reading</i></th> </tr> <tr> <td colspan="2" data-bbox="114 1142 887 1477"> <ul style="list-style-type: none"> • A preview worksheet will be assigned to students prior to the module, encouraging them to conduct some research about healthy eating. • Give students a quiz on RainbowOne to assess students' knowledge on healthy eating. • Elicit prior knowledge on healthy eating with the use of the K-W-L Chart. Invite students to write down their biggest questions regarding healthy eating on a memo paper and collect them for later use. • Go through some common food items with students with the use of interactive whiteboard. </td> </tr> </tbody> </table>	P.4 RaC Module		Theme: Healthy Eating Tentative title: <i>Healthy Eating</i> by Jenny Dooley and Virginia Evans ISBN-13: 978-1471540394		<i>Target text types</i>	<ul style="list-style-type: none"> • Informational texts • Narratives • Food labels 	<i>Language focuses</i>	<ul style="list-style-type: none"> • Vocabulary related to food groups • Uncountable and countable food items • Quantifiers 	<i>Text features</i>	<ul style="list-style-type: none"> • Illustrations, labels and captions • Table of contents • Headings • Charts • Picture Dictionary 	<i>Subject-specific content knowledge, concepts and skills</i>	<ul style="list-style-type: none"> • Understand the importance of a balanced diet • Learn to make smart food choices • Learn to take care of one's body 	<i>Pre-reading</i>		<ul style="list-style-type: none"> • A preview worksheet will be assigned to students prior to the module, encouraging them to conduct some research about healthy eating. • Give students a quiz on RainbowOne to assess students' knowledge on healthy eating. • Elicit prior knowledge on healthy eating with the use of the K-W-L Chart. Invite students to write down their biggest questions regarding healthy eating on a memo paper and collect them for later use. • Go through some common food items with students with the use of interactive whiteboard. 						
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Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<ul style="list-style-type: none"> • Ask students to keep a food diary for 2 weeks to record what they have eaten. • Show students the cover of the book Healthy Eating and have students make predictions on the genre and the content based on the title and the illustrations. 					
<i>While-reading</i>					
<ul style="list-style-type: none"> • Go through the first 2 pages of the book with students and direct their attention to the text features (Illustrations, captions, etc.) of informational texts. • Highlight the use of organisational aids (bold and colour prints). • Divide students into groups. Assign 2 pages to each member of the group and conduct jigsaw reading. Students assigned with the same reading part go through the material in their expert group. Students go back to their home group afterwards and learn from one another. • Go through unfamiliar words with students using different strategies. • Invite students to summarise what they have read with the use of graphic organizers. • Go through students' questions on the memo paper to see whether they have found the answers to them. • Read the story in the book Healthy Eating with students. 					
<i>Post-reading</i>					
<ul style="list-style-type: none"> • Visit Health Education Exhibition and Resource Centre to learn about food labelling and food safety. • Read some food labels with students. Go through the features of food labels. Have students pay attention to different nutrients and choose better snacks based on the food labels. • Show students some unhealthy diets. Teach students to give advice with the use of the quantifiers learnt. • Have students to look at their food diary and conduct self-evaluation of their own diet. • In groups of 4, students write a story with the theme of healthy eating. The group with the best story will be invited to do a recording in the Campus TV. The programme will be broadcast during lunch. 					

H. Budget Plan

Name of Account	Income	Budget
<i>EOEBG</i>		
Capacity Enhancement Grant	630,493.00	332,712.00
Composite Information Technology Grant	472,027.00	400,000.00
Enhanced Speech Therapy Grant	151,308.00	113,000.00
School Based Management Top Up Grant	50,702.00	40,000.00
Top Up Student Guidance Service Grant	149,336.00	143,000.00
Understanding Adolescent Project Grant	143,356.00	141,604.00
Total	1,597,222.00	1,170,316.00
<i>OTHER GRANTS</i>		
Community Care Fund Assistance Programme School Lunch	*31,840.00	65,000.00
Enhanced Additional Funding - Support for NCS students	1,500,000.00	1,527,014.00
Grant for Supporting NCS students with SEN	202,810.00	255,300.00
Learning Support Grant	**867,168.00	1,392,065.00
Life Wide Learning Grant	633,776.00	629,000.00
Promotion of Reading Grant	31,425.00	31,000.00
School-based After-school Learning & Support Programmes	43,200.00	43,200.00
Total	3,310,219.00	3,942,579.00

Community Care Fund Assistance Programme School Lunch:

*Remarks: 1st Instalment (received in Aug 21) \$31,840.00
The amount of 2nd instalment to be confirmed

Learning Support Grant:

**Remarks: 1st Instalment (received in Aug 21) \$867,168.00
The amount of 2nd instalment to be confirmed.