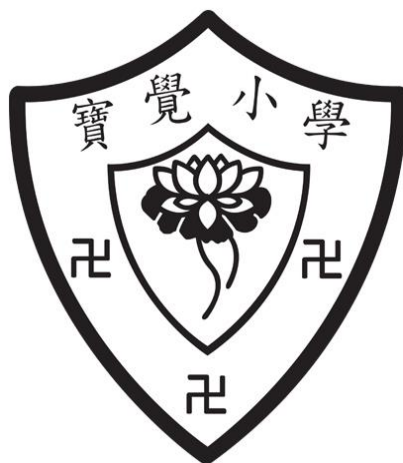


Po Kok Primary School



Annual School Plan

2022- 2023

Po Kok Primary School

Annual School Plan

2022-2023

| | Content | Page |
|------|---|------|
| A. | School Vision and Mission | P.2 |
| B. | School Goals | P.2 |
| C. | School Administration Chart | P.3 |
| D. | Team and Panel List | P.4 |
| E. | Major Concerns for 2022-2023 (In order of Priority) | |
| I. | Inspire thinking, Deepen learning | P.5 |
| II. | Foster PoKokese Virtues: Love Po Kok, Love Hong Kong | P.16 |
| III. | Aim high, Dare to try: Promoting teachers' professional growth | P.25 |
| F. | Comprehensive Student Guidance Service Year Plan | P.30 |
| G. | Plans for Government Funding | |
| 1. | Plan for 'Capacity Enhancement Grant' | P.38 |
| 2. | Plan for 'Composite IT Grant' | P.38 |
| 3. | Plan for 'Information Technology Staffing Support Grant' | P.38 |
| 4. | Plan for 'New Funding Mode Learning Support Grant' | P.39 |
| 5. | Plan for 'School Based After-School Learning and Support Programmes (School Based Grant SBG)' | P.39 |
| 6. | Plan for 'Enhanced Additional Funding - Support for NCS students' | P.40 |
| 7. | Plan for 'The Use of the Promotion of Reading Grant' | P.40 |
| 8. | Plan for 'Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs' | P.41 |
| 9. | Plan for 'Life-wide Learning Grant' | P.42 |
| 10. | Plan for 'Grant Scheme on Promoting Effective English Language Learning in Primary Schools' | P.45 |
| H. | Budget Plan | P.51 |

A. School Vision & Mission

The vision of the School is as follows:-

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

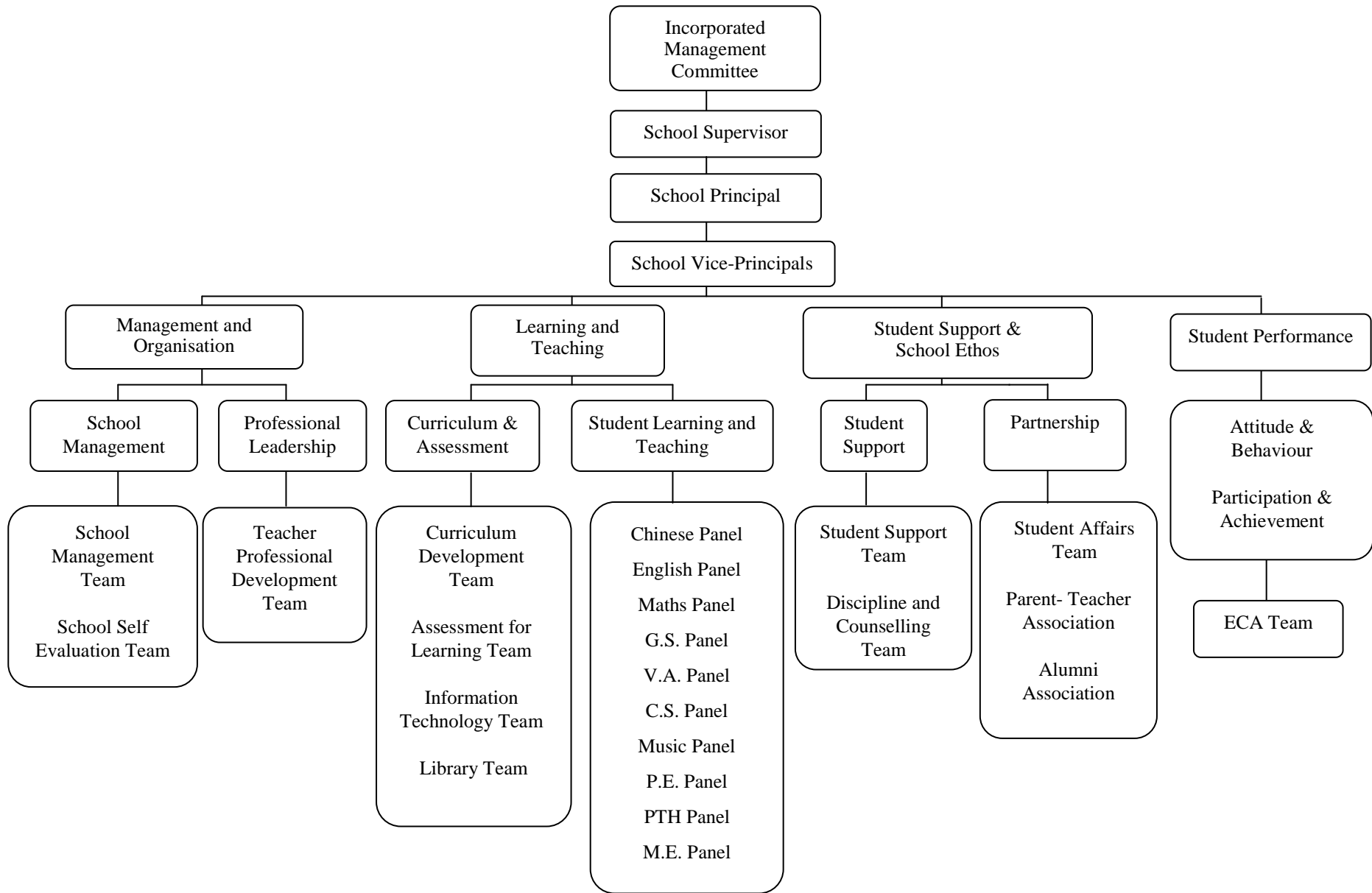
The mission of the School is as follows:-

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

B. School Goals

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

C. School Administration Chart



D. Team and Panel List

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

School Annual Plan

2022- 2023

Major concern I: Inspire Thinking, Deepen Learning

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|--|--|---|--|--|--|
| 1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity. | <p>Curriculum Development Team</p> <ul style="list-style-type: none"> Continue to refine the elements of ‘T’ and ‘S’ in ‘TIPS’: utilise the ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy. | <ul style="list-style-type: none"> All subject | <p>From subject minutes, records of lesson observations, co-planning, over 80% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy to organise lessons. | <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 record | <ul style="list-style-type: none"> All subjects |
| | <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"> From the result of school-based questionnaire and interview, over 80% 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 students’ questionnaire Record of lesson observations Co-planning Minutes of subject meetings Interview | | <ul style="list-style-type: none"> Record of lesson observation Co-planning record | <ul style="list-style-type: none"> All subjects TPD Team |
| | <p>Information Technology Team</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"> 85% 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 |
| | <p>Library Team</p> <ul style="list-style-type: none"> Continue to refine the elements of ‘T’ and ‘S’ in ‘TIPS’: 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 and co-planning, over 80% teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of ‘C³’ questioning strategy and ‘MINDS’ differentiated learning activity design strategy to organise lessons. | <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 record | <ul style="list-style-type: none"> CD Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|------------------------|--|---|--------------|--|---|
| 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). | • All subject teachers | • From the result of school-based questionnaire and interview, over 80% 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 teachers' questionnaire Record of lesson observations Co-planning Minutes of subject meetings | • Year round | <ul style="list-style-type: none"> Record of lesson observation Co-planning record Questionnaire | • TPD Team |
| | <p>中文科 持續優化'TIPS'中的'T'及'S':「優化提問技巧(C³)」及「課堂分層活動(MINDS)」。</p> <ul style="list-style-type: none"> 配合'TIPS'元素,優化課堂教學計劃 3.0,優化'TIPS'中的'T'及'S'的元素。 | • 中文科任老師 | <p>從恆常會議、觀課及共同備課文件中可見,80%老師能</p> <ul style="list-style-type: none"> 於課堂上實踐教學計劃 3.0。 善用提問技巧(C³)和課堂分層活動(MINDS)組織課堂。 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 中文科優化教學計劃 3.0 共同備課文件 | • 課程組 |
| | <p>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。</p> <ul style="list-style-type: none"> 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。 | | <ul style="list-style-type: none"> 透過校本問卷、共同備課及觀課後檢討中所見,80%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。 | <ul style="list-style-type: none"> 校本教師問卷 觀課 科務會議紀錄 共同備課 | • 全年性 | <ul style="list-style-type: none"> 共同備課文件 觀課文件 | • 課程組 |
| | <p>English Panel</p> <ul style="list-style-type: none"> Continue to refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | • English teachers | <p>From subject minutes, records of lesson observations, co-planning, over 80% English teachers can</p> <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning and 'MINDS' differentiated learning activity design strategy to organize lessons. | <ul style="list-style-type: none"> Stakeholder survey School-based students' questionnaire Record of lesson observations Co-planning Minutes of English subject meetings | • Year round | <ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning | • CD Team |
| | <ul style="list-style-type: none"> Enhance teaching effectiveness through conducting various activities including teachers' professional training, and collaboration meetings. | | <ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 80% 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"> School curriculum document | <ul style="list-style-type: none"> CD Team TPD Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|--|---|---|--|--|---|
| 1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity. | <u>Mathematics Panel</u> <ul style="list-style-type: none"> Continue to refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | <ul style="list-style-type: none"> Maths teachers | From subject minutes, records of lesson observations and co-planning, over 80% teachers can <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy to organise lessons. | <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"> 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"> Maths teachers | <ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 80% of 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 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 |
| | <u>General Studies Panel</u> <ul style="list-style-type: none"> Continue to refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | <ul style="list-style-type: none"> General Studies teachers | From subject minutes, records of lesson observations, co-planning, over 80% teachers can <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy to organise lessons. | <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"> 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"> From the result of school-based questionnaire and interview, over 80% 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"> School curriculum document | <ul style="list-style-type: none"> CD Team TPD Team |
| | <u>Visual Arts Panel</u> <ul style="list-style-type: none"> Continue to refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | <ul style="list-style-type: none"> All subject | From subject minutes, records of lesson observations and co-planning, over 80% teachers can <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy to organise lessons. | <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 |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|--|---|---|--|--|--|
| 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"> All subject | <ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 80% 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>Computer Studies Panel</u></p> <ul style="list-style-type: none"> Continue to refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | <ul style="list-style-type: none"> Subject teachers | <ul style="list-style-type: none"> From subject minutes, records of lesson observations, co-planning, over 80% teachers can <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy and 'MINDS' differentiate learning activity design strategy to organise lessons. | <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"> 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"> From the result of school-based questionnaire and interview, over 80% 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"> School curriculum document | <ul style="list-style-type: none"> All subjects TPD Team |
| | <p><u>Music Panel</u></p> <ul style="list-style-type: none"> Continue to refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | <ul style="list-style-type: none"> Music teachers | <ul style="list-style-type: none"> From subject minutes, records of lesson observations, and co-planning, over 80% teachers can <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy and "MINDS" differentiated learning activity design strategy to organise lessons. | <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"> 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"> From the result of school-based questionnaire and interview, over 80% 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"> Record of lesson observation Co-planning record | <ul style="list-style-type: none"> TPD Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|---|----------------|--|---|--------------|--|--|
| 1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity. | Physical Education Panel <ul style="list-style-type: none"> Refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | • PE teachers | From subject minutes, lesson observations and co-planning meetings, over 80% of teachers can <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 | • Year round | <ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Co-planning meetings | • All subjects |
| | <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). | • All subjects | • From the result of school-based questionnaire and interview, over 80% 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 students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings Interview | • Year round | <ul style="list-style-type: none"> Record of lesson observation Co-planning record | <ul style="list-style-type: none"> All subjects TPD Team |
| | 普通話科 優化'TIP'中的'T'及'S': 優化「提問技巧 C ³ 」。 <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。 | • 普通話科主任老師 | <ul style="list-style-type: none"> 從恆常會議、觀課及共同備課文件中可見，80%老師能按照教學計劃 3.0 設計課堂活動。 | <ul style="list-style-type: none"> 老師問卷 科務會議記錄 觀課文件 共同備課記錄 | • 全年性 | <ul style="list-style-type: none"> 問卷記錄 恆常科組會議紀錄 觀課文件 共同備課文件 | • 課程組 |
| | 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。 <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"> 透過校本問卷、共同備課及觀課後檢討中所見，有 80%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。 | <ul style="list-style-type: none"> 老師問卷 觀課 科務會議 共同備課 | | <ul style="list-style-type: none"> 問卷記錄 觀課文件 會議記錄 共同備課文件 | • 課程組 |
| | Moral Education Panel <ul style="list-style-type: none"> Continue to refine the elements of 'T' and 'S' in 'TIPS': utilise the 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy. | • ME teachers | From subject minutes, records of lesson observations, co-planning, over 80% teachers can <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy and 'MINDS' differentiated learning activity design strategy to organise lessons. | <ul style="list-style-type: none"> Stakeholder survey School-based questionnaire Record of lesson observations Co-planning Minutes of subject meetings | • Year round | <ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning | • CD Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|---|---|--|--|--|--|
| 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 | <ul style="list-style-type: none"> From the result of school-based questionnaire and interview, over 80% 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"> Record of lesson observation Co-planning record | <ul style="list-style-type: none"> TPD Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|--|--|---|--|---|---|
| 2. Students develop thinking skills and self-learning capabilities in stages. | <u>Curriculum Development Team</u> Students answer questions of different levels which promote thinking <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 | From lesson observations, minutes of subject meetings, co-planning record and school-based questionnaire, <ul style="list-style-type: none"> • 80% of students can use the graded preview activities in lessons to raise learning motivation. | <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 (PAIRS) Award Scheme | <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"> • All subjects • DC Team |
| | <ul style="list-style-type: none"> • Modify ‘C³’ questions in school-based worksheets and materials. | | <ul style="list-style-type: none"> • 80% 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"> • Po Kok Super STAR 3.0 (PAIRS) – “Inquisitive Learner”. Students answer ‘C³’ questions in lessons and their homework would be awarded with 1-3 stars monthly in this new award system. | <ul style="list-style-type: none"> • Major subjects • P.1-6 | <ul style="list-style-type: none"> • 60% students can achieve the “Inquisitive Learner” title (70% of total number of stars in the whole year). | | | | |
| | <u>Assessment for Learning Team</u> <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"> • P.3-6 | <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 | <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 |
| | <u>Library Team</u> Students answer questions of different levels which promote thinking. <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 | From lesson observations, minutes of subject meetings, co-planning record and school-based questionnaire, <ul style="list-style-type: none"> • 80% of students can use the graded preview activities in lessons to raise learning motivation. | <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 (PAIRS) Award Scheme | <ul style="list-style-type: none"> • Year round | <ul style="list-style-type: none"> • School-based worksheets and materials • School-based questionnaire | <ul style="list-style-type: none"> • CD Team • DC Team |
| | <ul style="list-style-type: none"> • Modify ‘C³’ questions in school-based worksheets and materials. | | <ul style="list-style-type: none"> • 80% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. | | | | |
| <ul style="list-style-type: none"> • Continue to make use of the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme. | | <ul style="list-style-type: none"> • 60% students achieve the title of “Active Reader” in the Po Kok SuperStar Scheme 3.0 (60% of the total number of stars in the whole year). | | | | | |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|--|--------------|---|---|--------------|--|---|
| 2. Students develop thinking skills and self-learning capabilities in stages. | <p>中文科 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"> 學生能在課堂上運用不同的思考模式及學習策略回答‘C³’的問題。 在校本課程及自學教材中加入及優化不同層次的‘C³’的題目。 | • 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"> 80%學生認同回答不同層次的問題(C³)，能逐步提升思考能力。 80%學生認同校本課程及自學教材中的不同層次的問題(C³)，能提升思考能力。 | <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"> Po Kok SuperSTAR 3.0 (PAIRS)獎勵計劃「Inquisitive Learner」。學生在課堂和課業上回答‘C³’問題，每月獲發放 1-3 顆星星作嘉許。 | | <ul style="list-style-type: none"> 超過 60%學生能成為「Inquisitive Learner」(獲得 70%的全年星星數量)。 | | | | |
| | <p>English Panel 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"> 80% 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"> Modify ‘C³’ questions to school-based worksheets and materials. | | <ul style="list-style-type: none"> 80% 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"> Po Kok Super STAR 3.0 (PAIRS) – “Inquisitive Learner”. Students answer ‘C³’ questions in lessons and their homework would be awarded with 1-3 stars monthly in this new award system. | | <ul style="list-style-type: none"> 60% students can achieve the “Inquisitive Learner” title (70% of total number of stars in the whole year). | | | | |
| | <p>Mathematics Panel Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilize 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"> 80% of students can use the graded preview activities in lessons to raise learning motivation. | <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 (PAIRS) Award Scheme | • 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"> Modify ‘C³’ questions in school-based worksheets and materials. | | <ul style="list-style-type: none"> 80% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. | | | | |
| | <ul style="list-style-type: none"> Continue to make use of the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme. | | <ul style="list-style-type: none"> Over 60% 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 |
|--|--|---------------------------|---|--|--------------|---|---|
| 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"> 80% 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"> Modify ‘C³’ questions in school-based worksheets and materials. | | <ul style="list-style-type: none"> 80% 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"> Po Kok Super STAR 3.0 (PAIRS) – “Inquisitive Learner”. Students answer ‘C³’ questions in lessons and their homework would be awarded with 1-3 stars monthly in this new award system. | | <ul style="list-style-type: none"> 60% students can achieve the “Inquisitive Learner” title. | | | | |
| | <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. | • All subjects • P.1-6 | <p>From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 80% 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"> Modify ‘C³’ questions in school-based worksheets and materials. | | <ul style="list-style-type: none"> 80% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking (Reported from all subjects). | | | | |
| | <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. | • P.1-6 | <p>From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> 80% 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 worksheet and materials | <ul style="list-style-type: none"> All subjects DC Team |
| <ul style="list-style-type: none"> Modify ‘C³’ questions to school-based worksheets and materials. | <ul style="list-style-type: none"> 80% 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 |
|---|---|--------------|---|--|--------------|---|---|
| 2. Students develop thinking skills and self-learning capabilities in stages. | <p>Music Panel 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-P.6 | <p>From lesson observations, minutes of subject meetings, co-planning record and school-based questionnaire,</p> <ul style="list-style-type: none"> 80% of students can use the graded preview activities in lessons to raise learning motivation. | <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"> CD Team |
| | <ul style="list-style-type: none"> Modify 'C³' questions in school-based worksheets and materials | | <ul style="list-style-type: none"> 80% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking (Reported from all subjects). | | | | |
| | <p>Physical Education Panel 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"> 80% 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"> 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"> Add 'C³' questions to school-based worksheets and materials. | <ul style="list-style-type: none"> 80% students agree that the 'C³' questions in the school-based worksheets and materials can inspire their thinking (Reported from all subjects). | | | | | | |
| | <p>普通話科 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。 優化校本課程，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 80%學生認同按能力回答不同層次的問題，逐步提升思考能力，解決學生難點。 有 80%學生認同校本課程的題目能提升思考能力。 | <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 | <ul style="list-style-type: none"> 課程組 |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|---|--|--|--|---|---|---|
| 2. Students develop thinking skills and self-learning capabilities in stages. | <p><u>Moral Education Panel</u> Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> • Students are able to utilize different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. | • P.1-6 | From lesson observations, subjects’ minutes, co-planning record 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 | • 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"> • Modify ‘C³’ questions to school-based worksheets and materials. | | <ul style="list-style-type: none"> • 80% of students can use the graded preview activities in lessons to raise learning motivation. • 80% students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. | | | | |
| | <p><u>Student Support Team</u> Learning Circle</p> <ul style="list-style-type: none"> • 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 40% of students can achieve “Inquisitive Learner”. | • Record of the number of students in the title of “Inquisitive Learner” | • Year round | • Learning circle documents | <ul style="list-style-type: none"> • CD team • DC team • Four Major subjects |
| <p><u>Discipline and Counselling Team</u> Po Kok Super STAR 3.0 (PAIRS) – “Inquisitive Learner”</p> <ul style="list-style-type: none"> • Students answer ‘C³’ questions in lessons and their homework would be awarded with 1-2 stars monthly in this new award system. | • P.1- 6 | <ul style="list-style-type: none"> • 60% of students can achieve “Inquisitive Learner” title (70% of total number of stars in the whole year). • 50% of students become Po Kok Super STAR. | <ul style="list-style-type: none"> • Record of minutes of CD Team and four major subjects • School-based students’ questionnaire • Record of number of students who get 70% of stars in “Inquisitive Learner” title | • Year round | <ul style="list-style-type: none"> • Edx app for Po Kok Super Star 3.0 • Prizes | <ul style="list-style-type: none"> • CD Team • Four Major subjects | |

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 |
|---|--|--------------|---|--|--------------|---|--|
| 1. Love Po Kok: Courtesy and Appreciation | Curriculum Development Team Appreciation: • Organise P.1 Interdisciplinary Activity to encourage students to show appreciation to school members. | • P.1 | • 70% students can score at least 7 marks in the interdisciplinary activities. • 70% of the students finishing the extended readings. | • Minutes of subject meetings • Book checking | • Oct-Nov | • P.1 Inter-disciplinary booklets • Related teaching materials | • Chinese Panel • English Panel • GS Panel • Library Team |
| | Library Team Appreciation: • Organise P.1 Interdisciplinary Activity to encourage students to show appreciation to school members. | • P.1 | • 70% students can score at least 7 marks in the interdisciplinary activities. • 70% of the students can finish the extended readings. | • Minutes of subject meeting • Book checking | • Oct-Nov | • P.1 Inter-disciplinary booklets • Related teaching materials | • Chinese Panel • English Panel • GS Panel |
| | Courtesy: • Continue to practise ‘The Golden Rules’ in class in order to help students build up their courtesy routines. | • P.1-6 | • 80% students can follow ‘The Golden Rules’ in class. • 80% students agree that “The Golden Rules” can build up their courtesy. | • Record of minutes of subject meetings • School-based students’ questionnaire • Record of lesson observations | • Year round | • Banner in classroom | • DC Team |
| | 中文科 配合跨課程閱讀主題活動「寶覺大家庭」(P.1) • 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。 • 70%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 |
| | 守禮： Po Kok SuperSTAR 3.0 (PAIRS) – 「Polite Communicator」 • 學生在課堂上遵守「黃金準則」(Golden Rules)和與他人相處融洽。中文科科任會給予星星作嘉許。 | • 一至六年級 | 透過觀課、老師觀察及校本問卷中所見，80%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。 • 60%學生能成為「Polite Communicator」(獲得70%的全年星星數量)。 | • 觀課 • 科務會議紀錄 • 校本問卷 • Po Kok Superstar 3.0 | • 全年性 | • 課室標語 • Po Kok SuperSTAR 3.0 統計記錄 (Edx App) | • 訓輔組 |
| | 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 80%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 | • 全年性 | • “We...Appreciate”壁報 | • 學習支援組 |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|--------------|--|---|--------------|---|--|
| 1. Love Po Kok: Courtesy and Appreciation | <p>English Panel Courtesy: Po Kok Super STAR 3.0 (PAIRS) – “Polite Communicator”</p> <ul style="list-style-type: none"> Students 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 | <ul style="list-style-type: none"> 80% students can follow ‘The Golden Rules’ in class. 80% students agree that ‘The Golden Rules’ can build up their courtesy. 60% of students can achieve “Polite Communicator” title (70% of total number of stars in the whole year). | <ul style="list-style-type: none"> Record of minutes of four major subjects School-based students’ questionnaire Record of number of students who get 70% of stars in “Polite Communicator” title Observation | • Year round | <ul style="list-style-type: none"> Edx app for Po Kok Super Star 3.0 Prizes | • DC Team |
| | <p>Appreciation: “We appreciate ...” Board</p> <ul style="list-style-type: none"> Teachers and students write words of appreciation to appreciate English Ambassadors. | • P.3-6 | <p>From subjects’ minutes and school-based questionnaire,</p> <ul style="list-style-type: none"> 80% students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus. | <ul style="list-style-type: none"> Subject meeting School-based questionnaire Student questionnaire | • Year round | • “We appreciate ...” Board | • Students Support Team |
| | <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. | • P.1 | <p>From activity worksheet, English subject minutes, school-based questionnaire and reading record</p> <ul style="list-style-type: none"> 80% P.1 students agree that they have learnt to show appreciation to people at school. 70% 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 | • 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 Lib Team |
| | <p>Monthly Thank-you Notes</p> <ul style="list-style-type: none"> Students write a thank you message to one person from the school each month. | • P.4-6 | <p>From subjects’ minutes, thank-you cards and school-based questionnaire,</p> <ul style="list-style-type: none"> 80% KS2 students are able to write a monthly thank-you card from October to June. 80% KS2 students agree that writing the “Monthly Thank-you Notes” have helped them to appreciate different people at school. | <ul style="list-style-type: none"> Subject meeting School-based questionnaire Google Classroom | • Oct-June | • Printed Thank-you Cards | / |
| | <p>Mathematics Panel Data Handling Activity:</p> <ul style="list-style-type: none"> Students have to show proper attitude of greeting. Remind students to be polite and have good manners. | • P.2 & P.5 | <ul style="list-style-type: none"> 75% students agree that “Data Handling Activity” can foster an atmosphere of appreciation. | <ul style="list-style-type: none"> Students Questionnaire Students’ work | • Jan | • Boards in classroom | • Maths subject teachers |
| | <p>Courtesy:</p> <ul style="list-style-type: none"> Practice ‘The Golden Rules’ in class. Help students build up their courtesy routines. | • P.1-6 | <ul style="list-style-type: none"> 80% students can follow ‘The Golden Rules’ in class. 80% students agree that ‘The Golden Rules’ can build up their courtesy. Get 10 stars for the polite and respectful scholars. | <ul style="list-style-type: none"> Lesson observation Subject meeting Students questionnaire Po Kok Superstar 3.0 | • Year round | <ul style="list-style-type: none"> Banner in classroom Rainbow Apps | • DC Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|--|--------------|---|---|--------------|---|---|
| 1. Love Po Kok: Courtesy and Appreciation | Appreciation: “We appreciate ...” Board • Teachers and students write words of appreciation to appreciate Maths ambassadors monthly for the services at school. | • P.3-6 | • At least 70% of ambassadors agree that the scheme can help building up courtesy and appreciation. | • Subject meeting • Students questionnaire | • Year round | • “We appreciate ...” Board | • Students Support Team |
| | General Studies Panel Courtesy: Po Kok Super STAR 3.0 (PAIRS) –“Polite Communicator” • Students practise ‘The Golden Rules’ in classes and get along well others at school. Teachers would award them with stars in this award system. | • P.1-6 | • 80% students can follow ‘The Golden Rules’ in class. • 80% students agree that ‘The Golden Rules’ can build up their courtesy. • Over 60% 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 |
| | Appreciation: “We appreciate ...” Board • Teachers and students write words of appreciation to appreciate STEM Ambassadors. | • P.3-6 | • 80% students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus. | • Minutes of subject meeting • Students’ questionnaire | | • “We appreciate ...” Board | • Students Support Team |
| | Appreciation: P.1 Interdisciplinary Activity • Organise P.1 Interdisciplinary Activity to encourage students to show appreciation to school members | • P.1 | • 70% students can score at least 7 marks in the interdisciplinary activities. • 70% of the students finishing the extended readings. | • School-based questionnaire • Teachers’ observations • Book checking | • Sep-Nov | • P.1 Inter-disciplinary booklets • Related teaching materials | • CD Team • Chinese Panel • English Panel • Library Team |
| | Visual Arts Panel Courtesy: • Continue to practise ‘The Golden Rules’ in class in order to help students build up their courtesy routines. | • P.1-6 | • 80% students can follow ‘The Golden Rules’ in class. • 80% students agree that ‘The Golden Rules’ can build up their courtesy. | • Lesson Observation • Subject Meeting • Students Questionnaire • Po Kok Superstar 3.0 | • Year round | • Banner in classroom • Rainbow Apps | • DC Team |
| | Appreciation: “We appreciate ...” Board • Teachers and students write words of appreciation to appreciate VA ambassadors. | • P.3-6 | • 80% 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 |
| | • “Love Po Kok” Logo Design Competition | • P.1-3 | • 80% students agree that “Love Po Kok” Logo Design Competition can foster an atmosphere of appreciation and gratitude on campus. | | • 11/2022 | • “Love Po Kok Logo Design Competition PPT | • DC Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|--|--|---|--|--|---|---|
| 1. Love Po Kok: Courtesy and Appreciation | <u>Computer Studies Panel</u> Courtesy: <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"> Subject teachers | <ul style="list-style-type: none"> 80% students can follow ‘The Golden Rules’ in class. 80% students agree that ‘The Golden Rules’ can build up their courtesy. Get 10 stars for the polite and respectful scholars. | <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 |
| | Appreciation: “We appreciate ...” Board <ul style="list-style-type: none"> Teachers and students show appreciation to IT ambassadors in the lessons. | | <ul style="list-style-type: none"> 80% students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus. | <ul style="list-style-type: none"> Subject meeting Students questionnaire | | <ul style="list-style-type: none"> “We appreciate ...” Board | <ul style="list-style-type: none"> Students Support Team |
| | Courtesy and appreciation: Typing competition <ul style="list-style-type: none"> Conduct typing competition related to courtesy and appreciation. | <ul style="list-style-type: none"> P.4-6 | <ul style="list-style-type: none"> 80% students agree that Typing Competition can foster an atmosphere of appreciation and gratitude on campus. | | <ul style="list-style-type: none"> 1/2023 | <ul style="list-style-type: none"> Typing Competition Script | <ul style="list-style-type: none"> DC Team |
| | <u>Music Panel</u> Courtesy: <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"> 80% students can follow ‘The Golden Rules’ in class. 80% students agree that ‘The Golden Rules’ can build up their courtesy. Get 10 stars for the polite and respectful scholars. | <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 |
| | <u>Physical Education Panel</u> Courtesy: <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"> 80% students can follow ‘The Golden Rules’ in class. Get 10 stars for the polite and respectful scholars. | <ul style="list-style-type: none"> Lesson Observation 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 |
| | Appreciation: “We appreciate ...” Board <ul style="list-style-type: none"> Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects. | <ul style="list-style-type: none"> P.3-6 | <ul style="list-style-type: none"> 80% students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus. | <ul style="list-style-type: none"> 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 |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|---|---|--|---|--------------------------------------|---|----------------------|
| 1. Love Po Kok: Courtesy and Appreciation | Warm up leaders • P.2-3 and P.5-6 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, 80% of students agree that the warm up leaders activity nurture their sense of appreciation to others. | • Subject meeting • Students questionnaire | • Year round | / | / |
| | <u>普通話科</u> 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。 | • 三至六年級 | • 透過學生問卷中所見，有 70% 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“ <u>We appreciate ...</u> ”壁報上展示。 | | • 有 80% 學生認同“ <u>We appreciate ...</u> ”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 | | • “ <u>We appreciate ...</u> ”壁報 | • 學習支援組 |
| | <u>Moral Education Panel</u> Courtesy: • Continue to practise ‘The Golden Rules’ in class in order to help students build up their courtesy routines. | • P.1-6 | • 80% students can follow ‘The Golden Rules’ in class. • 80% students agree that ‘The Golden Rules’ can build up their courtesy. | • Record of minutes of subjects meetings • School-based students’ questionnaire • Record of lesson observations | • Year round | • Banner in classroom | • DC Team |
| | 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 and classrooms. | | • 80% 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 |
| <u>Student Support Team</u> 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 70% of ambassadors agree that the scheme can help building up courtesy and appreciation. | • Individual interview | • Year round | • “ <u>We appreciate ...</u> ” board | • Chinese Panel • English Panel • Maths Panel • GS Panel • PTH Panel • VA Panel • IT Team • DC Team • ASS Team • SA Team | |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|---|--|---|--|--------------|--|------------------------------------|
| 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.3-6 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 |
| | <u>Student Affairs Team</u> 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 • Edx Student App | • DC Team |
| | Appreciation: "We appreciate ..." Board • Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects. | • Bus captains • Lunch helpers | • 85% students agree that "We appreciate ..." Board can foster an atmosphere of appreciation and gratitude on campus. | • Panel meeting • Students questionnaire | | • "We appreciate ..." Board | • SS Team |
| | <u>Discipline and Counselling Team</u> Courtesy: Po Kok Super STAR 3.0 (PAIRS) – "Polite Communicator" • Students 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 | • 80% students can follow 'The Golden Rules' in class. • 80% students agree that 'The Golden Rules' can build up their courtesy. • 60% of students can achieve "Polite Communicator" title (70% of total number of stars in the whole year). • 50% of students become Po Kok Super STAR. | • Record of minutes of other subjects • School-based students' questionnaire • Record of number of students who get 70% of stars in "Polite Communicator" title • Observation | • Year round | • Edx app for Po Kok Super Star 3.0 • Prizes | • Four major subjects |
| | • Interclass Courtesy Competition | | • 80% students agree that "Interclass Courtesy Competition" can strengthen them to act and talk politely. | • School-based students' questionnaire • Observation | | • Edx app for Po Kok Super Star 3.0 • Mobile Kiosks | / |
| | 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. | | • 80% students agree that "Monthly Courtesy Star" Award can raise their awareness to act and talk politely. | • School-based students' questionnaire | | • Edx app for Po Kok Super Star 3.0 • Mobile Kiosks • Students photos • Posters | |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|--|--|---|--|--|--|---|
| 1. Love Po Kok: Courtesy and Appreciation | Appreciation: Monthly Service-in-class Award <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"> 80% 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"> Edx app for Po Kok Super Star 3.0 Student photos Notes Classroom theme boards | <ul style="list-style-type: none"> All subjects |
| | “We Appreciate ...” board of Prefect Team <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 70% 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"> “We appreciate ...” Board Students photos Edx app for Po Kok Super Star 3.0 | <ul style="list-style-type: none"> Students Support Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|--|--|--------------|--|---|--------------|---|---|
| 2. Love Hong Kong: Respect and Eagerness to Serve | Curriculum Development Team Respect: <ul style="list-style-type: none"> Organise P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong. | • P.4 | <ul style="list-style-type: none"> 70% students can score at least 7 marks in the interdisciplinary activities. 70% of the students can finish the extended readings. | <ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Book checking | • Jan-Feb | <ul style="list-style-type: none"> P.4 Inter-disciplinary booklets Related teaching materials | <ul style="list-style-type: none"> English Panel GS Panel Library Team |
| | Library Team Respect: <ul style="list-style-type: none"> Organise P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong. | • P.4 | <ul style="list-style-type: none"> 70% students can score at least 7 marks in the interdisciplinary activities. 70% of the students can finish the extended readings. | <ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Book checking | • Jan-Feb | <ul style="list-style-type: none"> P.1 Inter-disciplinary booklets Related teaching materials | <ul style="list-style-type: none"> English Panel GS Panel |
| | English Panel 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. 70% 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 Library Team |
| | General Studies Panel Respect: P.4 Interdisciplinary Activity <ul style="list-style-type: none"> Organise P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong. | • P.4 | <ul style="list-style-type: none"> 70% students can score at least 7 marks in the interdisciplinary activities. 70% 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 Inter-disciplinary booklets Related teaching materials | <ul style="list-style-type: none"> CD Team English Panel Library Team |
| | Visual Arts Panel <ul style="list-style-type: none"> “Love Hong Kong” Poster Design Competition. | • P.4-6 | <ul style="list-style-type: none"> 80% 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 | • 11/2022 | <ul style="list-style-type: none"> “Love Hong Kong” Logo Design Competition PPT | • DC Team |
| | Music Panel National Anthem <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. | • P.3-6 | <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 | • Year round | <ul style="list-style-type: none"> Teaching materials of National Anthem | <ul style="list-style-type: none"> The subject of Putonghua |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|--|--------------|--|---|--------------|---|-------------------------------|
| 2. Love Hong Kong: Respect and Eagerness to Serve | 普通話科 跟音樂科合作： • 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。 | • 三至六年級 | • 透過學生問卷中所見，有 70% 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。 | • 校本學生問卷 • 老師觀察 • 科務會議 | • 全年性 | • 國歌教材 | • 音樂科 |
| | Moral Education Panel Respect: • The new school-based Moral Education curriculum would be amended. Contents of respecting for Hong Kong would be added after EDB updating curriculum documents/ guidelines of national security education. | • P.1-6 | • 60% of students agree that the new contents added in the school-based Moral Education curriculum could enhance their sense of respect towards Hong Kong. | • School-based students' questionnaire | • Year round | • EDB guidelines • School-based booklets • Worksheet | • GS panel • Chinese panel |
| | Discipline and Counseling Team Eagerness to Serve: Po Kok Super STAR 3.0 –“Reputed Volunteer” • 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. | • P.1-6 | • 50% of P.1-6 students serve at least 1 time in the community. • 70% of students who took part in the service agree this program could enhance their commitment. • 60% of students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year). • 50% of students become Po Kok Super STAR. | • Reflection worksheet of students • Individual interview • Name list of students who took part in the volunteer work • Record of number of students who get 70% of stars in “Reputed Volunteer” title | • Year round | • Edx app for Po Kok Super Star 3.0 • Reflection worksheet • Campus TV programs | • ECA Team • IT Team |
| | ECA • Encourage students to do voluntary services at school and in the community (CYC members, Road Safety, Brownies and Boy Scouts). | • P.3-6 | • 50% of P.3-6 students serve at least 1 time in the community. | • Students' questionnaire • Students' interview • Lesson observation | • Year round | • Voluntary services record • Lesson observation form | • DC Team |
| | • Let students to tidy up the classroom in the last 5 minutes in every ECA lesson. | • P.1-6 | • 80% 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 |
|--|--|--|---|--|--------------|-----------------------------|------------------------------|
| 1. Continue to 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 22 | / | • TPD Team |
| | Teachers Professional Development Team Continue to implement the Micro Lesson Study Scheme and extend to another 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, 70% 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，繼續推展課堂研習計劃(Micro Lesson Study Scheme)至其他年級。 • 在 P.2 及 P.3 推行課堂研習計劃。 • 科任老師共同設計教案，並輪流觀課。觀課後再檢視和優化教學策略。 | • 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，70%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 |
| | English Panel In line with the focus of the Major Concern 1, implement the Micro Lesson Study Scheme year by year. • Implement at P.1 and 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. | • New English teachers (0-5 years of working experience) | From Micro Lesson Study Portfolio, lesson observations, record of English subject minutes, teachers' questionnaire and teachers' interview, 70% 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. | • Micro Lesson Study Portfolio • Lesson observation • Records of English subject minutes • Teachers' questionnaire • Teachers' interview | • Year round | • Micro Lesson Study Scheme | • TPD Team |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|---|--|---|---|--|---|--|
| 1. Continue to implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers. | <p>Maths Panel</p> <p>Continue to implement the Micro Lesson Study Scheme and extend to another level.</p> <ul style="list-style-type: none"> 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, 70% 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 |
| *Since new teachers are mostly deployed in KS1, the scheme will be started at in KS1 first. | <p>General Studies Panel</p> <p>Continue to implement the Micro Lesson Study Scheme and extend to another level.</p> <ul style="list-style-type: none"> 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.1 and P.4 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, 70% 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 (Reported from major subjects). | <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 |
|---|--|------------------|--|---|--------------|---------------------|------------------------------|
| 2. Optimize Geese Program 4.0 to promote the professional growth of teachers. | <p>Teachers Professional Development Team</p> <p>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 <p>• Revise the Appraisal System to further evaluate the effectiveness of teachers' professional growth.</p> | • All teachers | <p>From teachers' questionnaire and teacher interview, 75% 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, 75% 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 such as Appraisal System to 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 | • Year round | • Geese Program 4.0 | • Major Subjects' Panel Head |
| | <p>中文科</p> <p>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 | • 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，75%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> <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，75%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 | • 全年性 | • Geese Program 4.0 | • 教師發展組 |

| Target | Strategies/Work | Target Group | Intended Outcome | Evaluation Method | Time Scale | Resources | Co-organizer |
|---|--|---|---|---|--|---|--|
| 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, 80% 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, 80% 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 <p>• Revise the Appraisal System to further evaluate the effectiveness of teachers' professional growth.</p> | <ul style="list-style-type: none"> Maths teachers who choose Maths as their developmental goal | <p>From teachers' questionnaire and teacher interview, 75% 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, 75% 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 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' observations 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 |
|---|--|---|--|---|--|---|--|
| 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, 80% 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, 80% 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 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' behaviors 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.
- The leadership skills of students should be enhanced.
- The message of doing voluntary service is not widespread as planned to the whole school because of school suspension.
- Some non-Chinese parents are lack of parenting skills and they are not inclined to set reasonable expectation on their children.

III. Implementation Strategies

- To provide counselling service, group activities or workshop to students regarding to their use of the electric devices wisely.
- To provide opportunities for students to serve in the community and promote voluntary service to all students via school campus TV or newsletter etc.
- To implement those activities/programs which were not fully evaluated in the previous school year for the outcome.
- To provide counselling service or core group activities to those students who have adaption, emotion or mental health problem.
- To implement a systematic leadership training for Big Brothers and Big Sisters with self-reflection.
- To develop and implement programmes and training for students to enhance students' sense of belonging to school and leadership skills.
- To provide supports/programs to students via Zoom when 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. | <ul style="list-style-type: none"> • Base on the school needs. • In general, the quantity of cases is above 3% of all students. | All students | 09/2022-08/2023 | N.A. | Social worker |

| | | | | | | |
|---|---|---|--------------|-----------------|---------|---|
| | <ul style="list-style-type: none"> 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. | | | | | |
| 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 students. 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>From lesson observation and feedback of students:</p> <ul style="list-style-type: none"> Over 80% of students understand the aims and contents of the programmes. 80% of P.1-6 students think that Moral education can cultivate their positive attitude and value towards healthy life, can respect and care about others. 80% of students agree that they can participate actively and happily in lessons | All students | 09/2022-06/2023 | N.A. | Teachers and social worker |
| 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 | 09/2022-06/2023 | \$1,000 | All teachers DC team, and social worker |
| 3.2 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. <ul style="list-style-type: none"> Discipline | <ul style="list-style-type: none"> Over 80% of students agree that the programs can help them to enhance their ability of self-discipline. | All students | 09/2022-05/2023 | \$1500 | All teachers DC team, and social |

| | | | | | | |
|--|--|--|--|-----------------|-----------|--|
| (Sept to Oct 2022, Feb to March 2023) • Courtesy (Nov to Dec 2022, April to May 2023) | <ul style="list-style-type: none"> Teacher will score the class according to program guidelines. | <ul style="list-style-type: none"> Over 80% of students agree that the program can encourage them to perform well in the school. Over 70% of students agree that the program can cultivate their sense of self-discipline, respect and care to the others. | | | | worker |
| 3.3 Understanding Adolescent Project P.4 - P.6 | <ul style="list-style-type: none"> Students learn how to tackle problems and control their emotions through games, workshops and sharing. | <ul style="list-style-type: none"> 80% of students agree that the program can increase their sense of achievement and responsibility. | P.4-P.6 selected students | 09/2022-07/2023 | \$142,359 | DC team, social worker and HKPA |
| 3.4 Prefect Training Camp | <ul style="list-style-type: none"> To enhance prefects' commitment and leadership To strengthen prefects' communication and problem-solving abilities. To assist prefects in the implementation of duties. | <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 can learn the skills and knowledge of being a leader. | P.4-P.6 Prefects | To be confirmed | \$20,000 | DC team, and social worker |
| 3.5 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 can help them to have good interpersonal skills. Over 80% of students feel satisfied with the activity. | P.1 students | 09/2022-11/2022 | \$500 | Social worker |
| 3.6 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 | <ul style="list-style-type: none"> 70% of big brothers and big sisters can fulfill and carry out their duties. Over 80% of students agree that they can know the proper way to take care of junior students and respect each other. | <ul style="list-style-type: none"> Senior students: P.4-P.6 Junior students: P.1-P.3 | 09/2022-05/2023 | \$20,000 | Student support team and social worker |

| | | | | | | |
|---|--|--|---------------------------|-----------------|---------|--|
| | <p>training sessions and service hours. They will carry out duties in the recess or lunch time in so as to help other students.</p> <ul style="list-style-type: none"> • Two training workshops will be provided to two teams respectively in order to enhance students' commitment and leadership. | <ul style="list-style-type: none"> • Over 80% of students agree that their commitment and leadership can be enhanced. | | | | |
| 3.7 Community Participation-Smart Volunteer | <p>Volunteer Training and Community Services.</p> <ul style="list-style-type: none"> • To encourage students to participate in different volunteer services in order to help the people in needs in the society. • To enhance students' commitment and leadership via voluntary work. | <ul style="list-style-type: none"> • Over 80% of students can gain a caring attitude towards others. • Over 80% of students agree that volunteer work can encourage them to have better sense of responsibility. • Over 80% of students agree that volunteer work can enhance their commitment and leadership skills. | All students | 09/2022-05/2023 | \$6,000 | All teachers, social worker and NGOs |
| 3.8 Educational student seminars | <ul style="list-style-type: none"> • To tie in different topics of moral education curriculum, relevant seminars will be conducted in moral education period. | <ul style="list-style-type: none"> • Over 80% of students understand the aims and content of the activity. • Over 80% of student can gain knowledge and receive positive messages from the seminars. | All students | 09/2022-06/2023 | \$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 when necessary. | <ul style="list-style-type: none"> • Over 80% of students agree that the workshop can help them understand more about Po Kok and the school facilities. • Over 80% students know who can ask for help if they encounter difficulties. | Selected P.1-P.6 Students | 09/2022 | \$500 | School social worker |

| | | | | | | |
|--|--|---|---------------------------|-------------------|---------|----------------------------------|
| 4.2 Social skills training program | <ul style="list-style-type: none"> To enhance the social skills of SEN students. | <ul style="list-style-type: none"> Over 70% of students agree that the program can help them to know proper way to get along with the others. | Selected P.1-P.6 Students | 10/2022 - 06/2023 | \$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 can help them improve their skills of self-care. | P.1 (8-10 students) | 10/2022-05/2023 | 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 fine motor skills and feel satisfied with the program. | P.1-3, P.4-6 | 10/2022-06/2023 | 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 trainings. Over 70% students' communication skills, learning motivation and self-management skills can be improved. | Selected P.1-P.6 Students | 10/2022-06/2023 | N.A | Teachers, Social worker and NGOs |
| 4.6 Emotional regulation program | <ul style="list-style-type: none"> To improve student understanding of emotions. To enhance students' emotional regulation skills. | <ul style="list-style-type: none"> Over 70% of students agree that the workshop can help them improve their emotional regulation skills. | P.1-3, P.4-6 | 10/2022-06/2023 | \$3000 | Social worker and NGOs |
| 5. Student support activity | | | | | | |
| 5.1 P.6 Graduation Camp | <ul style="list-style-type: none"> To enhance team spirit. To enhance the ability of problem solving. To provide opportunities for students to gain life experience in the natural environment and extend classroom learning. | <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 | 04/2023 | N.A. | Teachers, Social worker and NGOs |

| 6. Activities for Parents | | | | | | |
|------------------------------------|--|--|---------|-----------------|------|------------------------|
| 6.1 Parent day supporting program | <ul style="list-style-type: none"> To provide different information, including social services for ethnic minorities, SEN information, health information...etc. to Non-Chinese parents. This would help to enlarge their network in the community. | <ul style="list-style-type: none"> Over 70% of parents agree that the program is beneficial to them and they can gain information. | 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 | 09/2022-08/2023 | 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 | 09/2022-08/2023 | 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 | 09/2022-08/2023 | Social worker and NGOs |

VI. Evaluation and supervision

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

VII. Manpower

1. Po Kok Primary School agrees to pay HK\$813,000 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.
2. 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 |

3. 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) |
|--|---|

4. Supervision service

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

VIII. 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) | \$813,000 |
| Total : | \$813,000 |

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"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$354,144.00 will be used to cover the salary and MPF of 1 full time and 1 part time janitor from 9/2022 to 8/2023. | <ul style="list-style-type: none"> Teachers’ questionnaire will be used to assess the janitors’ performances at the end of the term. | <ul style="list-style-type: none"> Mr Danny Chan SM Team |

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

| Target | Strategies | Time Scale | Resources | Success Criteria | Teacher in charge |
|---|--|---|--|--|---|
| <ul style="list-style-type: none"> Support teachers’ teaching with Information Technology. | <ul style="list-style-type: none"> To purchase consumables, IT equipment and online services. | <ul style="list-style-type: none"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$350,000 will be used to purchase consumables, IT equipment and online services from 9/2022 to 8/2023. | <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"> To purchase on-site TSS service to support the IT system and help solve IT problems encountered. | <ul style="list-style-type: none"> 9/2022-8/2023 | <ul style="list-style-type: none"> The amount of 263,580 will be used to purchase on-site TSS service to support the IT system and help solve IT problems encountered. 9/2022 to 8/2023. | <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 1.6 teachers and 1.4 teaching assistant | <ul style="list-style-type: none"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$959,520 will be used to cover the salary and MPF of 11.6 teachers and 1.4 teaching assistant from 9/2022 to 8/2023. | <ul style="list-style-type: none"> The teaching assistants and counsellor will be assessed by the school appraisal system. | <ul style="list-style-type: none"> Ms Agnes Wong SS Team |
| <ul style="list-style-type: none"> To provide different training programmes for SEN students to help them learn effectively in normal school. | <ul style="list-style-type: none"> Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased. | <ul style="list-style-type: none"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$446,000 will be used to purchase different training services and learning aids. (Dyslexia training \$45,000, Behavior training \$45,000, speech therapy \$63,000-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 Agnes Wong SS Team |

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

| *Name/type of activity | Objectives of the activity | Success criteria (E.g. learning effectiveness) | Method(s) of evaluation (E.g. test, questionnaire, etc.) | Period/Date activity to be held | Estimated no. of participating target students [#] | Estimated expenditure (\$) | Name of partner/ service provider (if applicable) |
|---|--|--|--|--|---|--|--|
| <ul style="list-style-type: none"> Nature Experience | <ul style="list-style-type: none"> To discover the interdependence of nature and humans | <ul style="list-style-type: none"> Over 80% of the participants agree that the activities could facilitate their understanding in the relationship between the environment and living things. | <ul style="list-style-type: none"> By observation | <ul style="list-style-type: none"> 1/2023 or 7/2023 | <ul style="list-style-type: none"> 20 | <ul style="list-style-type: none"> \$20,000 | <ul style="list-style-type: none"> Hong Kong Ocean Park |
| <ul style="list-style-type: none"> Life planning Education | <ul style="list-style-type: none"> To explore the diverse career opportunities | <ul style="list-style-type: none"> Over 80% of the participants agree that the activities could foster their understanding in multiple pathways when it comes to life planning | <ul style="list-style-type: none"> By observation | <ul style="list-style-type: none"> 1/2023 or 7/2023 | <ul style="list-style-type: none"> 20 | <ul style="list-style-type: none"> \$20,000 | <ul style="list-style-type: none"> Hong Kong Ocean Park |
| <ul style="list-style-type: none"> STEAM workshop | <ul style="list-style-type: none"> To develop students’ interest in STEM topics | <ul style="list-style-type: none"> Over 80% of the participants agree that the activities could promote their interest in STEM study | <ul style="list-style-type: none"> By observation | <ul style="list-style-type: none"> 1/2023 or 7/2023 | <ul style="list-style-type: none"> 20 | <ul style="list-style-type: none"> \$6000 | <ul style="list-style-type: none"> To be confirmed |
| <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"> 9/2022 - 7/2023 | <ul style="list-style-type: none"> 20 | <ul style="list-style-type: none"> \$5000 | <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 1.6 teachers and 0.4 teaching assistants to assist in organizing activities and support the learning of NCS students. | <ul style="list-style-type: none"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$726,180 will be used to cover the salary and MPF from 9/2022 to 8/2023. | <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"> Mr Danny Chan 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"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$200,000 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 9/2022 to 8/2023. | <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 Charlie Wong CD Team |
| <ul style="list-style-type: none"> To stimulate NCS students’ interest in Chinese learning. | <ul style="list-style-type: none"> Buy various IT equipment and E-learning platform to enhance the interaction in class so as to enhance students’ Chinese learning motivation. | <ul style="list-style-type: none"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$250,000 will be used for the development of Chinese E-learning Platform and buy IT equipment from 9/2022 to 8/2023. | <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 Charlie Wong CD Team |
| <ul style="list-style-type: none"> To deliver various programs and activities so as to help improve the learning and teaching of NCS students. | <ul style="list-style-type: none"> Organise different activities for NCS students to support their learning. | <ul style="list-style-type: none"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$50, 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 Agnes 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 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"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$21,000 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"> 9/2022-8/2023 | <ul style="list-style-type: none"> A sum of \$208,780 will be used to cover the salary and MPF of 1 full time teaching assistant from 9/2022 to 8/2023. | <ul style="list-style-type: none"> The teaching assistants will be assessed by the school appraisal system. | <ul style="list-style-type: none"> Ms Agnes Wong SS Team |

9. Plan for 'Life-wide Learning 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. | Activity Name | Proposed Date | Target Students | | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | |
|------------|--|---------------|-----------------|----------------------------------|-------------------------|------------------------------------|---|--|--|--|---|---|---|---|
| | | | Level | Estimated Number of Participants | | | | | | I | M | P | S | C |
| Category 1 | <u>To organise / participate in life-wide learning activities</u> | | | | | | | | | | | | | |
| 1.1 | <u>Local Activities:</u> 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 | Cross-Disciplinary Activities A. Visit Crescent Garden B. Visit Tai Tam Country Park C. Visit Ocean Park D. Visit Sky 100 E. Visit Hong Kong Palace Museum F. Visit Hong Kong Observatory G. School Picnic | Sep-Jul | P.1-P.6 | 424 | \$150,000.00 | \$353.77 | STEM Project Learning | Cross-Disciplinary (STEM) | Students' work Observation | ✓ | ✓ | ✓ | | |
| 2 | Conduct Panel-based Life-wide Learning Activities A. Chinese Panel B. English Panel C. Mathematics Panel D. General Studies Panel E. Moral Education Panel F. Physical Education Panel G. Library Panel | Sep-Jul | P.1-P.6 | 424 | \$145,000.00 | \$341.98 | To organize different kinds of life-wide learning activities and visits to consolidate the learning of various subjects | All Panels | Students' work Observation | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3 | Post Exam Activities A. PE Games Day B. Integrated Arts Day | Jan, Jul | P.1-P.6 | 424 | \$120,000.00 | \$283.02 | To organize different kinds of life-wide learning activities and visits to consolidate the learning of various subjects | Citizenship and Social Development | Students' work Observation | ✓ | ✓ | ✓ | | |

| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | | |
|------------------------------|---|---------------|-----------------|----------------------------------|-------------------------|------------------------------------|--|--|--|--|---|---|---|---|--|
| | | | Level | Estimated Number of Participants | | | | | | I | M | P | S | C | |
| 4 | School Team A. Indian Dance Team B. English Opera Team C. Musical Drama Team | Sep-Jul | P.1-P.6 | 424 | \$45,000.00 | \$106.13 | To provide opportunities for students to deepen their multiple intelligence and strengthen their creativity and collaboration skills | Gifted Education | Observation | | ✓ | ✓ | ✓ | | |
| 5 | Camp Leadership Training A. P6 Graduation Camp B. Uniform Groups Activities | Sep-Jul | P.1-P.6 | 424 | \$36,000.00 | \$84.91 | To enhance students' self-confidence and leadership skills | Leadership Training | Observation | | ✓ | ✓ | ✓ | ✓ | |
| 6 | Competitions and performance A. Speech Festival B. Music Festival C. School Dance Festival D. Football Competition E. Handchimes Competition F. Sports Competition G. Others Competition | Sep-Jul | P.1-6 | 424 | \$50,000.00 | \$117.92 | To provide different opportunities for students to take part in various competitions and performance | Gifted Education | Competition results Observation | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 7 | Employ Professional Coaches for ECA | Oct-Jun | P.1-6 | 424 | \$60,000.00 | \$141.51 | To provide different kinds of ECA for students to join | Gifted Education | | | | ✓ | | | |
| Sub-total of Item 1.1 | | | | 2,968 | \$606,000.00 | | | | | | | | | | |

| No. | Activity Name | Proposed Date | Target Students | | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | |
|------------------------------|---|---------------|-----------------|----------------------------------|-------------------------|------------------------------------|---|--|--|--|---|---|---|---|
| | | | Level | Estimated Number of Participants | | | | | | I | M | P | S | C |
| Category 1 | <u>To organise / participate in life-wide learning activities</u> | | | | | | | | | | | | | |
| 1.2 | <u>Non-Local Activities:</u> 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 | \$0.00 | | | | | | | | | |
| Total for Category 1 | | | | 2,968 | \$606,000.00 | | | | | | | | | |

| No. | Item | Purpose | Estimated Expenses(\$) |
|--|---|--|------------------------|
| Category 2 | <u>To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)</u> | | |
| 1 | Materials and Equipment for Tuesday and Friday ECA lessons | To support the Tuesday and Friday ECA lessons for a wide range of learning experiences | \$13,000.00 |
| Estimated Expenses for Category 2 | | | \$13,000.00 |
| Estimated Expenses for Categories 1 & 2 | | | \$619,000.00 |

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

| | |
|--|------|
| Total number of students in the school: | 424 |
| Estimated number of student beneficiaries: | 424 |
| Percentage of students benefitting from the Grant (%): | 100% |

| | |
|---------------------------------|--------------|
| Name of Contact Person for LWL: | Ching Po Yee |
| Post of Contact Person for LWL: | Acting 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"/> 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"/> Purchase learning and teaching resources <input checked="" type="checkbox"/> Employ a full-time* or part-time* teacher (*Please delete as appropriate) <input type="checkbox"/> Employ a full-time* or part-time* teaching assistant (*Please delete as appropriate) <input type="checkbox"/> Procure service for conducting English language activities | <input checked="" type="checkbox"/> 2020/21 school year <input type="checkbox"/> 2021/22 school year | <input checked="" type="checkbox"/> P.1 <input checked="" type="checkbox"/> P.2 <input checked="" type="checkbox"/> P.3 <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"/> 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"/> 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"> • Implementation and evaluation Nov 2022to Jan 2023 <p><u>KS2 RaCProgramme</u></p> <ul style="list-style-type: none"> • Implementation and evaluation Mar and Apr 2023 <p><u>Professional sharing</u></p> <ul style="list-style-type: none"> • Jun 2023 <p><u>Final review and modification</u> Jul and Aug 2023</p> | <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 reading modules 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> <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> | | | <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>(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> <ul style="list-style-type: none"> ● Teaching and learning activities <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><u>Details of the KS2 RaC Programme</u></p> <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>● 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> <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> | | | | | |

H. Budget Plan

| Name of Account | Income | Budget |
|---|---------------------|---------------------|
| <i>EOEBG</i> | | |
| Capacity Enhancement Grant | 610,201.00 | 354,144.00 |
| Composite Information Technology Grant | 419,780.00 | 350,000.00 |
| Enhanced Speech Therapy Grant | 145,924.00 | 78,000.00 |
| School Based Management Top Up Grant | 51,615.00 | 39,000.00 |
| Top Up Student Guidance Service Grant | 133,021.00 | 122,000.00 |
| Understanding Adolescent Project Grant | 145,936.00 | 132,999.00 |
| Total | 1,506,477.00 | 1,076,143.00 |
| | | |
| <i>OTHER GRANTS</i> | | |
| Community Care Fund Assistance Programme School Lunch | *46,440.00 | 68,000.00 |
| Enhanced Additional Funding - Support for NCS students | 1,537,500.00 | 1,226,180.00 |
| Grant for Supporting NCS students with SEN | 206,460.00 | 208,780.00 |
| Learning Support Grant | **882,800.00 | 1,327,520.00 |
| Life Wide Learning Grant | 619,371.00 | 619,000.00 |
| Promotion of Reading Grant | 31,991.00 | 21,000.00 |
| School-based After-school Learning & Support Programmes | 51,000.00 | 51,000.00 |
| Total | 3,375,562.00 | 3,521,480.00 |

Community Care Fund Assistance Programme School Lunch:

*Remarks: 1st Instalment (received in Aug 22) \$46,440.00
The amount of 2nd instalment to be confirmed

Learning Support Grant:

**Remarks: 1st Instalment (received in Aug 22) \$882,800.00
The amount of 2nd instalment to be confirmed.