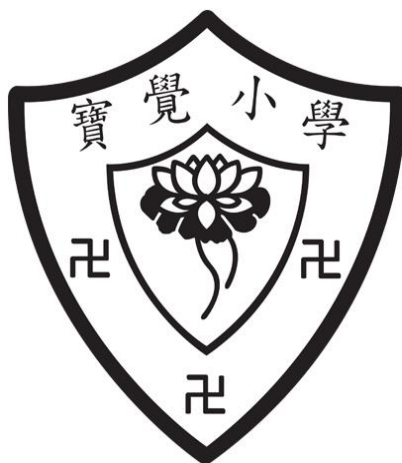


Po Kok Primary School



Annual School Plan

2023- 2024

Po Kok Primary School

Annual School Plan

2023-2024

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A. School Vision & Mission

The vision of the School is as follows:-

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

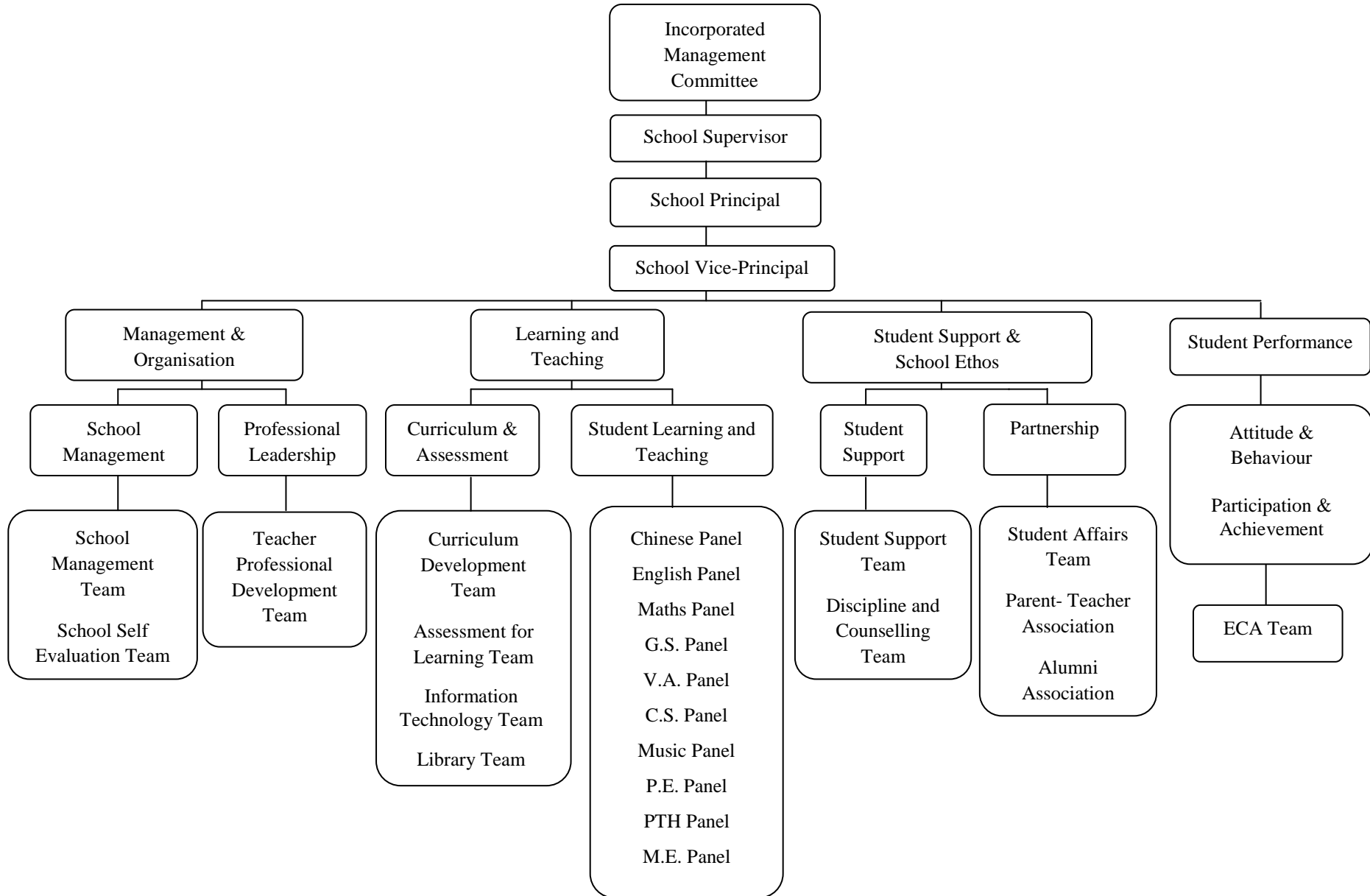
The mission of the School is as follows:-

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

B. School Goals

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

C. School Administration Chart



D. Team and Panel List

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

School Annual Plan

2023- 2024

Major concern I: Inspire Thinking, Deepen Learning

Briefly list the feedback and follow-up actions from the previous school year:

- Further implement the ‘C³’ questioning strategy to stimulate students’ thinking
- Refine the ‘MINDS’ differentiated learning activity design strategy to enhance students’ self-learning and self-assessment skills

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p><u>Curriculum Development Team</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. 	<p>From subject minutes, records of lesson observations and co-planning,</p> <ul style="list-style-type: none"> • ★over 85% of teachers can 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 	• Year round	• All subjects	<ul style="list-style-type: none"> • Better Teaching and Learning Scheme 3.0 • Co-planning record
	<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). 	<p>• From the result of school-based questionnaire and interview, ★over 85% of teachers agree that the teachers’ professional training activities can enhance their teaching effectiveness and design activities to deepen learning.</p>	<ul style="list-style-type: none"> • School-based students’ questionnaire • Record of lesson observations • Co-planning • Minutes of subject meetings • Interview 			
	<p><u>Information Technology Team</u></p> <ul style="list-style-type: none"> • Optimize the E-whiteboard database, Rainbow One database for E-learning teaching materials. 	<ul style="list-style-type: none"> • ★90% of teachers can apply the E-Whiteboard Database. • ★90% 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 	• Year round	• Major Subjects	<ul style="list-style-type: none"> • School server • Rainbow One App • Teaching resources of major subjects
	<p><u>Library Team</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. 	<p>From subject minutes, records of lesson observations and co-planning, ★over 85% of 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 	• Year round	• CD Team	<ul style="list-style-type: none"> • Better Teaching and Learning Scheme 3.0 • Co-planning record

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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"> From the result of school-based questionnaire and interview, ★over 85% 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 teachers' questionnaire Record of lesson observations Co-planning Minutes of subject meetings 	• Year round	• TPD Team	<ul style="list-style-type: none"> Record of lesson observation Co-planning record Questionnaire
	<p>中文科</p> <p>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。 	<p>從恆常會議、觀課及共同備課文件中可見,★85%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	• 課程組	<ul style="list-style-type: none"> 中文科優化教學計劃 3.0 共同備課文件
	<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,★85%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 			<ul style="list-style-type: none"> 共同備課文件 觀課文件
	<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. 	<p>From subject minutes, records of lesson observations and co-planning, ★over 85% of 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 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	• CD Team	<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"> 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 85% 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 Minutes of subject meetings Co-planning Record of lesson observations Interview 		• CD Team • TPD Team	• School curriculum document

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p><u>Mathematics 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. 	<p>From subject minutes, records of lesson observations and co-planning, ★over 85% of 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 subject minutes Record of lesson observations Lesson plans Co-planning lessons iPad learning materials 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Co-planning
	<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 85% 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"> TPD Team CD Team 	<ul style="list-style-type: none"> Record of lesson observation Co-planning record
	<p><u>General 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. 	<p>From subject minutes, records of lesson observations, co-planning, ★over 85% of 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"> CD Team 	<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"> 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 85% 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 Minutes of subject meetings Co-planning Record of lesson observations Interview 	<ul style="list-style-type: none"> CD Team TPD Team 	<ul style="list-style-type: none"> School curriculum document 	

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources	
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p>Visual Arts 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. 	<p>From subject minutes, records of lesson observations and co-planning, ★over 85% of 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 	Year round	<ul style="list-style-type: none"> All subjects 	<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"> 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 85% 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 Minutes of subject meetings Co-planning Record of lesson observations Interview 				<ul style="list-style-type: none"> All subjects TPD Team
		<p>Computer Studies 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. 	<p>From subject minutes, records of lesson observations, co-planning, ★over 85% of teachers can</p> <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 	Year round	<ul style="list-style-type: none"> All subjects 	<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"> 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 85% 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 Minutes of subject meetings Co-planning Record of lesson observations Interview 			
		<p>Music 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. 	<p>From subject minutes, records of lesson observations, and co-planning, ★over 85% of 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 	Year round	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Record of lesson observation Record of co-planning

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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"> From the result of school-based questionnaire and interview, ★over 85% 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 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"> TPD Team 	<ul style="list-style-type: none"> Record of lesson observation Co-planning record
	<p>Physical Education Panel</p> <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. 	<ul style="list-style-type: none"> From subject minutes, lesson observations and co-planning meetings, over ★85% of teachers can <ul style="list-style-type: none"> implement the refined scheme. make use of 'C³' questioning strategy to organize the 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"> All subjects 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Co-planning meetings
	<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 ★85% 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 students' questionnaire Record of lesson observations Co-planning Minutes of subject meetings Interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> All subjects TPD Team 	<ul style="list-style-type: none"> Record of lesson observation Co-planning record
	<p>普通話科</p> <p>繼續優化'TIP'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'TIP'中的'T'及'S'的元素。 	<ul style="list-style-type: none"> 從恆常會議、觀課及共同備課文件中可見, ★85%以上的老師能 <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)策略組織課堂 	<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 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 	<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
	<ul style="list-style-type: none"> 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。 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★85%以上的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"> 全年性 	<ul style="list-style-type: none"> 課程組 	<ul style="list-style-type: none"> 問卷記錄 觀課文件 會議記錄 共同備課文件

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Teachers can use the modified Better Teaching and Learning Scheme 3.0 to cater for learner diversity.	<p><u>Moral Education 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. 	<p>From subject minutes, records of lesson observations, co-planning, ★over 85% of 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 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"> CD Team 	<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"> 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 85% 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 students’ questionnaire Minutes of subject meetings Co-planning Record of lesson observations Interview 		<ul style="list-style-type: none"> TPD Team 	<ul style="list-style-type: none"> Record of lesson observation Co-planning record

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Students develop thinking skills and self-learning capabilities in stages.	<p>Curriculum Development Team Students answer questions of different levels which promote thinking</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. 	<p>From lesson observations, minutes of subject meetings, co-planning record and school-based questionnaire,</p> <ul style="list-style-type: none"> ★85% of students agree that different levels of ‘C³’ questions 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 Super STAR 3.0 (PAIRS) Award Scheme 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> All subjects DC Team 	<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"> Modify ‘C³’ questions in school-based worksheets and materials. 	<ul style="list-style-type: none"> ★85% of 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 ★1-4 stars monthly in this new award system. 	<ul style="list-style-type: none"> ★70% of students can achieve the “Inquisitive Learner” title (★75% of total number of stars in the whole year). 				
	<p>Assessment for Learning Team</p> <ul style="list-style-type: none"> Analyze students’ performances in the high order thinking questions in the assessments and examinations. 	<ul style="list-style-type: none"> ★Over 50% of students can achieve 50% 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"> Major subjects 	<ul style="list-style-type: none"> Assessment and examination papers Students’ assessment and examination results in the high order thinking questions
	<p>Library Team Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. 	<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 Po Kok Super STAR 3.0 (PAIRS) Award Scheme 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<ul style="list-style-type: none"> School-based worksheets and materials School-based questionnaire
	<ul style="list-style-type: none"> Modify ‘C³’ questions in school-based worksheets and materials. 	<ul style="list-style-type: none"> ★80% of 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 Super STAR 3.0 (PAIRS) Award Scheme. 	<ul style="list-style-type: none"> ★65% of students achieve the title of “Active Reader” in the Po Kok Super STAR Scheme 3.0 (★65% of total number of stars in the whole year). 					

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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。 	<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"> ★85%學生認同回答不同層次的問題(C³)，能逐步提升思考能力。 ★85%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 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 訓輔組 	<ul style="list-style-type: none"> 校本課程 自學教材 Po Kok Super STAR 3.0 統計記錄
	<ul style="list-style-type: none"> Po Kok Super STAR 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★1-4顆星星作嘉許。 	<ul style="list-style-type: none"> 超過★70%學生能成為「Inquisitive Learner」(獲得★75%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>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 Po Kok Super STAR 3.0 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team DC Team 	<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"> 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 ★1-4 stars monthly in this new award system. 	<ul style="list-style-type: none"> ★70% of students can achieve the “Inquisitive Learner” title (★75% 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>From lesson observations, minutes of subject meetings, co-planning record and school-based questionnaire,</p> <ul style="list-style-type: none"> ★85% of 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 Super STAR 3.0 (PAIRS) Award Scheme 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> All subjects DC Team 	<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"> Modify ‘C³’ questions in school-based worksheets and materials. 	<ul style="list-style-type: none"> ★85% of students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. 				
	<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 1-4 stars monthly in this new award system. 	<ul style="list-style-type: none"> ★Over 70% of students achieve the “Inquisitive Learner” title (★75% of total number of starts in the whole year). 				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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>From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> • ★85% of 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 	• Year round	<ul style="list-style-type: none"> • CD Team • DC Team 	<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"> • Modify ‘C³’ questions in school-based worksheets and materials. 	<ul style="list-style-type: none"> • ★85% of 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"> • Stakeholder survey • School-based students’ questionnaire 			
	<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 ★1-4 stars monthly in this new award system. 	<ul style="list-style-type: none"> • ★70% of students can achieve the “Inquisitive Learner” title (★75% of total number of stars in the whole year). 	<ul style="list-style-type: none"> • Minutes of subject meetings • Po Kok Super STAR 3.0 			
	<p>Visual Arts Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> • Students are able to utilise different modes of thinking and learning strategies to answer ‘C³’ questions in lessons. 	<p>From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> • ★85% of 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 	• Year round	<ul style="list-style-type: none"> • All subjects • DC Team 	<ul style="list-style-type: none"> • School-based worksheets and materials
	<ul style="list-style-type: none"> • Modify ‘C³’ questions in school-based worksheets and materials. 	<ul style="list-style-type: none"> • ★85% 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"> • Stakeholder survey • School-based students’ questionnaire • Minutes of subject meetings 			
	<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>From lesson observations, subjects’ minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> • ★85% of 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 	• Year round	<ul style="list-style-type: none"> • All subjects • DC Team 	<ul style="list-style-type: none"> • School-based worksheet and materials
<ul style="list-style-type: none"> • Modify ‘C³’ questions to school-based worksheets and materials. 	<ul style="list-style-type: none"> • ★85% of 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"> • Stakeholder survey • School-based students’ questionnaire • Minutes of subject meetings 				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Students develop thinking skills and self-learning capabilities in stages.	<p>Music Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	<p>From lesson observations, minutes of subject meetings, co-planning record and school-based questionnaire,</p> <ul style="list-style-type: none"> ★85% of students agree that different levels of questions (C³) are asked in lessons to stimulate thinking. 	<ul style="list-style-type: none"> Record of lesson observations Samples of school-based worksheets and materials 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> School-based worksheets and materials
	<ul style="list-style-type: none"> Modify 'C³' questions in school-based worksheets and materials. 	<ul style="list-style-type: none"> ★85% of 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"> Stakeholder survey School-based students' questionnaire Minutes of subject meetings 			
	<p>Physical Education Panel</p> <p>Students answer questions of different levels which promote thinking.</p> <ul style="list-style-type: none"> Students are able to utilise different modes of thinking and learning strategies to answer 'C³' questions in lessons. 	<p>From lesson observations, subjects' minutes, co-planning and school-based questionnaire,</p> <ul style="list-style-type: none"> ★85% of 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 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> All subjects DC Team 	<ul style="list-style-type: none"> Better Teaching and Learning Scheme 3.0 Co-planning meetings
	<ul style="list-style-type: none"> Add 'C³' questions to school-based worksheets and materials. 	<ul style="list-style-type: none"> ★85% of 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"> Stakeholder survey School-based students' questionnaire Minutes of subject meetings 			
	<p>普通話科</p> <p>學生按能力回答不同層次的問題，逐步提升思考能力。</p> <ul style="list-style-type: none"> 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。 在校本課程中加入及優化不同層次的'C³'問題。 	<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 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 課程組 	<ul style="list-style-type: none"> 分層預習工作紙 教材 問卷記錄 會議記錄

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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>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 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • CD Team 	<ul style="list-style-type: none"> • School-based worksheets and materials
	<ul style="list-style-type: none"> • Modify ‘C³’ questions to school-based worksheets and materials. 	<ul style="list-style-type: none"> • ★80% of students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking. 	<ul style="list-style-type: none"> • Record of the number of students in the title of “Inquisitive Learner” 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • CD team • DC team • Four Major subjects 	<ul style="list-style-type: none"> • Learning circle documents
	<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. 	<ul style="list-style-type: none"> • At least 50% of students can achieve “Inquisitive Learner”. 	<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 achieved the “Inquisitive Learner” title 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • CD Team • Four Major subjects 	<ul style="list-style-type: none"> • Edx app for Po Kok Super STAR 3.0 • Prizes
	<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 ★1-4 stars monthly in this new award system. 	<p>80% of students agree that the ‘C³’ questions in the school-based worksheets and materials can inspire their thinking (Reported from all subjects).</p> <ul style="list-style-type: none"> • ★70% of students can achieve the “Inquisitive Learner” title (★75% of total number of stars in the whole year). • ★55% of students become Po Kok Super STAR. 				

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

<p>Briefly list the feedback and follow-up actions from the previous school year:</p> <ul style="list-style-type: none"> • Continue to make use of the Golden Rules and interclass competitions to promote courtesy • Increase the amount of students to be appreciated using “We Appreciate” boards and “I Appreciate” boards • Provide more opportunities for students to do volunteer services

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Love Po Kok: Courtesy and Appreciation	<p>Curriculum Development Team Appreciation:</p> <ul style="list-style-type: none"> • Organise P.1 Interdisciplinary Activity to encourage students to show appreciation to school members. 	<ul style="list-style-type: none"> • ★80% of students can score at least 7 marks in the interdisciplinary activities. • ★75% of students can finish the extended readings. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Book checking 	<ul style="list-style-type: none"> • Oct-Nov 	<ul style="list-style-type: none"> • Chinese Panel • English Panel • GS Panel • Library Team 	<ul style="list-style-type: none"> • P.1 Interdisciplinary booklets • Related teaching materials
	<p>Library Team Appreciation:</p> <ul style="list-style-type: none"> • Organise P.1 Interdisciplinary Activity to encourage students to show appreciation to school members. 	<ul style="list-style-type: none"> • ★80% students can score at least 7 marks in the interdisciplinary activities. • ★75% of students can finish the extended readings. 	<ul style="list-style-type: none"> • Minutes of subject meetings • Book checking 	<ul style="list-style-type: none"> • Oct-Nov 	<ul style="list-style-type: none"> • Chinese Panel • English Panel • GS Panel 	<ul style="list-style-type: none"> • P.1 Interdisciplinary booklets • Related teaching materials
	<p>中文科 配合跨課程閱讀主題活動「寶覺大家庭」</p> <ul style="list-style-type: none"> • 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。 	<p>透過老師觀察、校本問卷、課業檢視及成果分享中所見</p> <ul style="list-style-type: none"> • ★75%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。 • ★75%學生喜歡同儕分享的主題圖書。 • ★75%學生能主動完成延伸閱讀活動。 	<ul style="list-style-type: none"> • 課業檢視 • 觀察圖書分享 • 校本問卷 • 統計圖書科 Book Report 數據 	<ul style="list-style-type: none"> • 九月至十月 	<ul style="list-style-type: none"> • 課程組 	<ul style="list-style-type: none"> • 校本課程 • 有關校園生活的圖書
	<p>守禮： Po Kok Super STAR 3.0 (PAIRS) – 「Polite Communicator」</p> <ul style="list-style-type: none"> • 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。 	<p>透過觀課、老師觀察及校本問卷中所見，★85%學生能</p> <ul style="list-style-type: none"> • 遵照「黃金準則」。 • 認同「黃金準則」能培育他們守禮的品德。 • ★70%學生能成為「Polite Communicator」(獲得★80%的全年星星數量)。 	<ul style="list-style-type: none"> • 觀課 • 科務會議紀錄 • 校本問卷 • Po Kok Super STAR 3.0 	<ul style="list-style-type: none"> • 全年性 	<ul style="list-style-type: none"> • 訓輔組 	<ul style="list-style-type: none"> • 課室標語 • Po Kok Super STAR 3.0 統計記錄 (Edx App)
	<p>欣賞： “We...Appreciate”讚賞為學校服務的學生</p> <ul style="list-style-type: none"> • 老師和學生寫出欣賞語句讚賞中文大使。 	<ul style="list-style-type: none"> • 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。 	<ul style="list-style-type: none"> • 科務會議紀錄 • 校本問卷 		<ul style="list-style-type: none"> • 學習支援組 	<ul style="list-style-type: none"> • “We...Appreciate”壁報

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
I. 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. 	<ul style="list-style-type: none"> ★85% of students can follow ‘The Golden Rules’ in class. ★85% of students agree that ‘The Golden Rules’ can build up their courtesy. ★70% of students can achieve “Polite Communicator” title (★80% 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	• DC Team	<ul style="list-style-type: none"> Edx app for Po Kok Super STAR 3.0 Prizes
	<p>Appreciation: “We appreciate ...” Board</p> <ul style="list-style-type: none"> Teachers and students write words of appreciation to appreciate English Ambassadors. 	<p>From subjects’ minutes and school-based questionnaire,</p> <ul style="list-style-type: none"> 80% of 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 		• SS Team	• “We appreciate ...” Board
	<p>P.1 Interdisciplinary Activity</p> <ul style="list-style-type: none"> Students learn the related textbook chapters and conduct extended reading about different people at school. 	<ul style="list-style-type: none"> ★80% of students can score at least 7 marks in the interdisciplinary activities. ★75% of students can finish the extended readings. 	<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"> CD Team Chinese Panel GS Panel Library Team 	<ul style="list-style-type: none"> Textbook Readers related to people at school Activity worksheet
	<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>From subjects’ minutes, thank-you cards and school-based questionnaire,</p> <ul style="list-style-type: none"> 80% of KS2 students are able to write a monthly thank-you card from October to June. 80% of 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 	• 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. 	<ul style="list-style-type: none"> ★80% of students agree that “Data Handling Activity” can foster an atmosphere of appreciation. 	<ul style="list-style-type: none"> Students questionnaire Students’ work 	• Jan	• Maths subject teachers	• Boards in classroom
	<p>Courtesy: Po Kok Super STAR 3.0 (PAIRS) - “Polite Communicator”</p> <ul style="list-style-type: none"> Students practice ‘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. 	<ul style="list-style-type: none"> ★80% of students can follow ‘The Golden Rules’ in class. ★85% of students agree that ‘The Golden Rules’ can build up their courtesy. ★70% of students can achieve “Polite Communicator” title (★80% of total number of stars in the whole year). 	<ul style="list-style-type: none"> Lesson observation Subject meeting Students questionnaire Po Kok Super STAR 3.0 	• Year round	• DC Team	<ul style="list-style-type: none"> Banner in classroom Edx app for Po Kok Super STAR 3.0 Prizes

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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.	• ★80% of ambassadors agree that the scheme can help building up courtesy and appreciation.	• Subject meeting • Students’ questionnaire	• Year round	• SS Team	• “We appreciate ...” Board
	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.	• ★85% of students can follow ‘The Golden Rules’ in class. • ★85% of students agree that ‘The Golden Rules’ can build up their courtesy. • ★70% of students achieve “Polite Communicator” in Po Kok Super STAR 3.0 (★80% of total number of stars in the whole year)	• Lesson Observation • Minutes of subject meetings • Students’ questionnaire • Po Kok Super STAR 3.0	• Year round	• DC Team	• Banner in classroom • Rainbow Apps
	Appreciation: “We appreciate ...” Board • Teachers and students write words of appreciation to appreciate STEM Ambassadors.	• ★80% of students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus.	• Minutes of subject meetings • Students’ questionnaire		• SS Team	• “We appreciate ...” Board
	Appreciation: • Organise P.1 Interdisciplinary Activity to encourage students to show appreciation to school members.	• ★80% of students can score at least ★7 marks in the interdisciplinary activities. • ★75% of students can finish the extended readings.	• School-based questionnaire • Teachers’ observations • Book checking	• Sep-Nov	• CD Team • Chinese Panel • English Panel • Library Team	• P.1 Inter-disciplinary booklets • Related teaching materials
	Visual Arts Panel Courtesy: • Practise ‘The Golden Rules’ in class. Help students build up their courtesy routines.	• ★85% of students can follow ‘The Golden Rules’ in class. • ★85% of students agree that ‘The Golden Rules’ can build up their courtesy.	• Lesson Observation • Subject Meeting • Students Questionnaire • Po Kok Super STAR 3.0	• Year round	• DC Team	• Banner in classroom • Po Kok Super STAR 3.0
	Appreciation: “We appreciate ...” Board • Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects.	• ★80% of students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus.	• Subject meeting • Students Questionnaire		• SS Team	• “We appreciate ...” Board
	• “Love Po Kok” Logo Design Competition.	• ★85% of students agree that “Love Po Kok” Logo Design Competition can foster an atmosphere of appreciation and gratitude on campus.		• 11/2023	• DC Team	• “Love Po Kok Logo Design Competition PPT

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources	
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"> ★85% of students can follow ‘The Golden Rules’ in class. ★85% of students agree that ‘The Golden Rules’ can build up their courtesy. 	<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"> All subjects DC Team 	<ul style="list-style-type: none"> School-based worksheet and materials 	
	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"> ★85% of 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"> SS 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"> ★85% of students agree that Typing Competition can foster an atmosphere of appreciation and gratitude on campus. 		• 1/2024	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Typing Competition Script
		<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"> ★85% of students can follow ‘The Golden Rules’ in class. ★85% of students agree that ‘The Golden Rules’ can build up their courtesy. 	<ul style="list-style-type: none"> Lesson Observation Minutes of subject meetings Students’ questionnaire Po Kok Super STAR 3.0 	• Year round	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Banner in classroom Rainbow Apps
		<u>Physical Education Panel</u> Courtesy: <ul style="list-style-type: none"> Continue to practise ‘The Golden Rules’ in class in order to help students build up their courtesy routines. 	<ul style="list-style-type: none"> ★85% of students can follow ‘The Golden Rules’ in class. 	<ul style="list-style-type: none"> Lesson Observation Subject Meeting Students questionnaire Po Kok Super STAR 3.0 	• Year round	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Banner in classroom Rainbow Apps
		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"> ★85% of 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"> SS Team 	<ul style="list-style-type: none"> “We appreciate ...” Board

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Love Po Kok: Courtesy and Appreciation	Warm up leaders • P.2-6 classes would choose one student to be the warm up leader 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.	• From school-based questionnaire, ★85% of students agree that the warm up leader’s activity nurture their sense of appreciation to others.	• Subject meeting • Students questionnaire	• Year round	/	/
	普通話科 守禮: • 持續在課堂上推行「黃金準則」，幫助學生建立守禮的常規。 • 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。	透過觀課、老師觀察及校本問卷中所見，有★85%以上的學生能： • 遵照「黃金準則」。 • 認同「黃金準則」能培育他們守禮的品德。	• 校本學生問卷 • 老師觀察 • 科務會議	• 全年性	• 訓輔組	• 禮貌小錦囊
	欣賞: • 老師和同學選出一位我最欣賞的普通話大使，然後老師和同學也寫上一些欣賞該同學的語句，然後貼在“‘We appreciate ...’”壁報上展示。	• 有★85%學生認同“‘We appreciate ...’”壁報活動有助建立互相欣賞的美德。			• 學習支援組	• “‘We appreciate ...’”壁報
	Moral Education Panel Courtesy: • Continue to practise ‘The Golden Rules’ in class in order to help students build up their courtesy routines.	• ★85% of students can follow ‘The Golden Rules’ in class. • ★85% of 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	• DC Team	• Banner in classroom
	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.	• ★85% 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		/	• Appreciation cards

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Love Po Kok: Courtesy and Appreciation	Student Support Team We Appreciate <ul style="list-style-type: none"> Teachers and ambassadors are assigned to praise the ambassadors monthly for the outstanding or great improvement ambassadors for the services at school. 	<ul style="list-style-type: none"> At least 80% of ambassadors agree that the scheme can help building up courtesy and appreciation. 	<ul style="list-style-type: none"> Individual interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Chinese Panel English Panel Maths Panel GS Panel PTH Panel VA Panel IT Team DC Team ASS Team SA Team 	<ul style="list-style-type: none"> “We appreciate ...” board
	I Appreciate <ul style="list-style-type: none"> Teachers post the students’ good work on their studies monthly, post them on the classroom board and invite classmates to write the appreciation message. 	<ul style="list-style-type: none"> At least 80% of students agree that the scheme can help building up courtesy and appreciation. 	<ul style="list-style-type: none"> Students’ questionnaires 		<ul style="list-style-type: none"> CD Team Four major subjects 	<ul style="list-style-type: none"> Classroom board Appreciation memos
	Discipline and Counselling Team Courtesy: Po Kok Super STAR 3.0 (PAIRS) – “Polite Communicator” <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. 	<ul style="list-style-type: none"> ★85% of students can follow ‘The Golden Rules’ in class. ★85% of students agree that ‘The Golden Rules’ can build up their courtesy. ★70% of students can achieve “Polite Communicator” title (★80% of total number of stars in the whole year). ★55% of students become Po Kok Super STAR. 	<ul style="list-style-type: none"> Record of minutes of other subjects School-based students’ questionnaire Record of number of students who achieved the “Polite Communicator” title Observation 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> Four major subjects 	<ul style="list-style-type: none"> Edx app for Po Kok Super STAR 3.0 Prizes
	<ul style="list-style-type: none"> Interclass Courtesy Competition 	<ul style="list-style-type: none"> ★85% of students agree that “Interclass Courtesy Competition” can strengthen them to act and talk politely. 	<ul style="list-style-type: none"> School-based students’ questionnaire ★Observation 		/	<ul style="list-style-type: none"> Edx app for Po Kok Super STAR 3.0
	Monthly Courtesy Star Award <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ★85% of students agree that “Monthly Courtesy Star” Award can raise their awareness to act and talk politely. 	<ul style="list-style-type: none"> School-based students’ questionnaire Observation 			<ul style="list-style-type: none"> Edx app for Po Kok Super STAR 3.0 Mobile Kiosks Students photos Posters

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Love Po Kok: Courtesy and Appreciation	<p>Appreciation: Monthly Service-in-class Award</p> <ul style="list-style-type: none"> Class teachers would select the monthly awardees of student helpers according to the given schedule. Class teachers would display the photo of awardees and their duties on the theme board in classrooms so as to recognize their outstanding contributions and efforts. Classmates in the same class would be invited to write some messages to the awardee in order to appreciate their effort in serving others at school. 	<ul style="list-style-type: none"> ★85% of 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 ★Observation 	• Year round	• All subjects	<ul style="list-style-type: none"> Edx app for Po Kok Super STAR 3.0 Student photos Notes Classroom theme boards
	<p>“ We Appreciate ...” board of Prefect Team</p> <ul style="list-style-type: none"> Teachers and ambassadors would be assigned to praise the ambassadors monthly for the outstanding or great improvement. 	<ul style="list-style-type: none"> ★80% of ambassadors agree that the scheme can help building up courtesy and appreciation. 	• Individual interview		• SS Team	<ul style="list-style-type: none"> “We appreciate ...” Board Students photos Edx app for Po Kok Super STAR 3.0
	<p><u>Student Affairs Team</u></p> <p>Courtesy:</p> <ul style="list-style-type: none"> Practise ‘The Golden Rules of Lunch’ in class. Help students build up their courtesy routines. 	<ul style="list-style-type: none"> 85% of students can follow ‘The Golden Rules of Lunch’ in class. 	<ul style="list-style-type: none"> Review of teachers’ observations Students questionnaire 	• Year round	• DC Team	• Banner in classroom
	<p>Appreciation: “We appreciate ...” Board</p> <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"> 95% of students agree that “We appreciate ...” Board can foster an atmosphere of appreciation and gratitude on campus. 	<ul style="list-style-type: none"> Panel meeting Students questionnaire 		• SS Team	• “We appreciate ...” Board

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Love Hong Kong: Respect and Eagerness to Serve	<u>Curriculum Development Team</u> Respect: <ul style="list-style-type: none"> Organise P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong. 	<ul style="list-style-type: none"> ★80% of students can score at least 7 marks in the interdisciplinary activities. ★75% of students can finish the extended readings. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Book checking 	<ul style="list-style-type: none"> Jan-Feb 	<ul style="list-style-type: none"> English Panel GS Panel Library Team 	<ul style="list-style-type: none"> P.4 Interdisciplinary booklets Related teaching materials
	<u>Library Team</u> Respect: <ul style="list-style-type: none"> Organise P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong. 	<ul style="list-style-type: none"> ★80% of students can score at least 7 marks in the interdisciplinary activities. ★75% of students can finish the extended readings. 	<ul style="list-style-type: none"> School-based questionnaire Minutes of subject meetings Book checking 	<ul style="list-style-type: none"> Jan-Feb 	<ul style="list-style-type: none"> English Panel GS Panel 	<ul style="list-style-type: none"> P.4 Interdisciplinary booklets Related teaching materials
	<u>English Panel</u> P.4 Interdisciplinary Activity <ul style="list-style-type: none"> Students learn the related textbook chapters and conduct extended reading on different places in Hong Kong 	<ul style="list-style-type: none"> ★80% of students can score at least 7 marks in the interdisciplinary activities. ★75% of students can finish the extended reading. 	<ul style="list-style-type: none"> Record of English subject meeting School-based questionnaire Reading record Activity worksheet 	<ul style="list-style-type: none"> Jan-Feb 	<ul style="list-style-type: none"> CD Team GS Panel Library Team 	<ul style="list-style-type: none"> Textbook Readers related to people at school Activity worksheet
	<u>General Studies Panel</u> Respect: <ul style="list-style-type: none"> Organise P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong. 	<ul style="list-style-type: none"> ★80% of students can score at least ★7 marks in the interdisciplinary activities. ★75% of students can finish the extended readings. 	<ul style="list-style-type: none"> Subject meeting Students questionnaire 	<ul style="list-style-type: none"> Jan-Feb 	<ul style="list-style-type: none"> CD Team English Panel Library Team 	<ul style="list-style-type: none"> P.4 Interdisciplinary booklets Related teaching materials
	<u>Visual Arts Panel</u> <ul style="list-style-type: none"> “Love Hong Kong” Poster Design Competition. 	<ul style="list-style-type: none"> ★85% of 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 	<ul style="list-style-type: none"> 11/2023 	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> “Love Hong Kong” Logo Design Competition PPT

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Love Hong Kong: Respect and Eagerness to Serve	<p>Music Panel National Anthem</p> <ul style="list-style-type: none"> The panel of Music and Putonghua would cooperate to introduce our students the Chinese National Anthem. The panel of Putonghua would focus on creating pinyin and pronunciation of the lyrics for students, while the panel of Music would introduce the background and instill appropriate singing attitude of the Anthem to students. 	<ul style="list-style-type: none"> From school-based questionnaire, ★75% of students agree that, through learning and singing the National Anthem, their understanding and respect to Chinese culture would be enhanced. 	<ul style="list-style-type: none"> School-based questionnaire Teachers' observations Panel meetings 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> The subject of Putonghua 	<ul style="list-style-type: none"> Teaching materials of National Anthem
	<p>普通話科</p> <ul style="list-style-type: none"> 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。 	<ul style="list-style-type: none"> 透過學生問卷中所見，有★75%以上的學生認為國歌的教授，提升自己對國歌的認識，和尊重國家和香港美德。 	<ul style="list-style-type: none"> 校本學生問卷 老師觀察 科務會議 	<ul style="list-style-type: none"> 全年性 	<ul style="list-style-type: none"> 音樂科 	<ul style="list-style-type: none"> 國歌教材
	<p>Moral Education Panel Respect:</p> <ul style="list-style-type: none"> The new school-based Moral Education curriculum would be further amended. Contents of respecting for Hong Kong would be added. 	<ul style="list-style-type: none"> ★70% of students agree that the new contents added in the school-based Moral Education curriculum could enhance their sense of respect towards Hong Kong. 	<ul style="list-style-type: none"> School-based students' questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> CD Team 	<ul style="list-style-type: none"> School-based booklets Worksheet
	<p>Discipline and Counseling Team Eagerness to Serve: Po Kok Super STAR 3.0 – “Reputed Volunteer”</p> <ul style="list-style-type: none"> Students would join the voluntary work and serve in the community in order to further strength their commitment. They have to give their best efforts and love towards others in the society. Training sessions would be given to those helpers before their service. Debriefing sessions would be conducted after the service. Stars would be awarded in Po Kok Super STAR Award after they have served in the community. 	<ul style="list-style-type: none"> ★50% of P.1-6 students serve at least 1 time in the community. ★80% 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). ★55% of students become Po Kok Super STAR. 	<ul style="list-style-type: none"> Reflection worksheet of students Name list of students who took part in the volunteer work Record of number of students who achieved the “Reputed Volunteer” title 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> ECA Team IT Team 	<ul style="list-style-type: none"> Edx app for Po Kok Super STAR 3.0 Reflection worksheet Campus TV programs
	<p>ECA</p> <ul style="list-style-type: none"> Encourage students to do voluntary services at school and in the community (CYC members, Road Safety, Brownies and Boy Scouts). 	<ul style="list-style-type: none"> 50% of P.3-6 students serve at least 1 time in the community. 	<ul style="list-style-type: none"> Students' questionnaire 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> DC Team 	<ul style="list-style-type: none"> Voluntary services record
	<ul style="list-style-type: none"> Let students to tidy up the classroom in the last 5 minutes in every ECA lesson. 	<ul style="list-style-type: none"> 80% of students agree this program could enhance their commitment. 	<ul style="list-style-type: none"> Students' questionnaire Lesson observation 			<ul style="list-style-type: none"> Lesson observation form

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

<p>Briefly list the feedback and follow-up actions from the previous school year:</p> <ul style="list-style-type: none"> • Implement the Micro Lesson Study Scheme in more levels in order to improve the teaching effectiveness of new teachers • Optimize evaluation mechanism to fully assess teachers' professional growth

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
<p>1. Continue to implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers.</p> <p>*Since new teachers are mostly deployed in KS1, the scheme will be started at in KS1 first.</p>	<p>School Self Evaluation Team</p> <ul style="list-style-type: none"> • Conduct workshops about self-evaluation to help familiarize new teachers with our school self-evaluation system and teach them on how they can do their 'PIE' on an individual level. 	<ul style="list-style-type: none"> • 90% of all new teachers understand the school 'PIE' policy. • New teachers are able to show their 'PIE' in the related school documents. 	<ul style="list-style-type: none"> • Teachers' questionnaires • Teachers' interview • Co-planning form • Lesson plan • Scheme of work 	<ul style="list-style-type: none"> • Sep 23 • Jan 24 	<ul style="list-style-type: none"> • TPD Team 	/
	<p>Teachers Professional Development Team</p> <p>Continue to implement the Micro Lesson Study Scheme and extend to three levels.</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"> ★From Micro Lesson Study Portfolio, lesson observations, major subjects' minutes, teachers' questionnaire and teachers' interview, 80% 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). 	<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"> • Major Subjects' Panel Head 	<ul style="list-style-type: none"> • Micro Lesson Study Scheme
	<p>中文科</p> <p>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。</p> <ul style="list-style-type: none"> • ★在 P.2、P.3 及 P.5 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。 	<p>透過觀課、Lesson Studies Portfolio、主科會議紀錄、教師問卷、訪問中所見，★80%參與「課堂研習計劃」的老師</p> <ul style="list-style-type: none"> • 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。 	<ul style="list-style-type: none"> • 觀課 • Lesson Studies Portfolio • 主科會議紀錄 • 教師問卷 • 訪問 	<ul style="list-style-type: none"> • 全年性 	<ul style="list-style-type: none"> • 教師發展組 	<ul style="list-style-type: none"> • 課堂研習計劃
	<p>English Panel</p> <p>Continue to implement the Micro Lesson Study Scheme and extend to three levels.</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"> ★From Micro Lesson Study Portfolio, lesson observations, major subjects' minutes, teachers' questionnaire and teachers' interview, 80% 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). 	<ul style="list-style-type: none"> • Micro Lesson Study Portfolio • Lesson observation • Records of English subject minutes • Teachers' questionnaire • Teachers' interview 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • TPD Team 	<ul style="list-style-type: none"> • Micro Lesson Study Scheme

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Continue to implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers.	<p><u>Mathematics Panel</u> Continue to implement the Micro Lesson Study Scheme and extend to another level. Implement at 3 levels</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. 	<p>From Micro Lesson Study Portfolio, lesson observations, major subjects' minutes, teachers' questionnaire and teachers' interview, ★80% 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 	• Year round	• Major Subjects' Panel Head	• Micro Lesson Study Scheme
*Since new teachers are mostly deployed in KS1, the scheme will be started at in KS1 first.	<p><u>General Studies Panel</u> Continue to implement the Micro Lesson Study Scheme in P.2, P.5 and P.6.</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. 	<p>From Micro Lesson Study Portfolio, lesson observations, major subjects' minutes, teachers' questionnaire and teachers' interview, ★80% 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 	• Year round	• TPD Team	• Micro Lesson Study Scheme

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Continue to optimize Geese Program 4.0 to promote the professional growth of teachers.	<p>Teachers Professional Development Team Use 'GROWTH' as the core development elements of Geese Program 4.0 to promote the professional growth of teachers.</p> <ul style="list-style-type: none"> • G: Goal-setting R: Review O: Lesson Observation W: Working together T: Training H: Highlights <ul style="list-style-type: none"> • Revise the Appraisal System to further evaluate the effectiveness of teachers' professional growth. 	<ul style="list-style-type: none"> ★From teachers' questionnaire and teacher interview, 85% of teachers can identify their own difficulties in teaching and set the path of personal professional growth. ★From Micro Lesson Study Scheme, co-planning, major subjects' minutes, teachers' questionnaires and interview, 85% of teachers can <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 	<ul style="list-style-type: none"> • Year round 	<ul style="list-style-type: none"> • Major Subjects' Panel Head 	<ul style="list-style-type: none"> • Geese Program 4.0
	<p><u>中文科</u> 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 	<p>透過教師問卷和訪問中所見，★85%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，★85%老師能</p> <ul style="list-style-type: none"> • 透過多元化的教學研習活動，提升教師專業效能。 • 履行教師專業發展階梯的要求，參與最少 8 小時的核心培訓課程。 • 透過多元化支援及分享平台，了解自己的教學強弱項，有效協助他們改善自己的教學難點。 	<ul style="list-style-type: none"> • Geese Program 4.0 • 「課堂研習計劃」 • 共同備課文件 • 主科會議紀錄 • 教師問卷 • 訪問 	<ul style="list-style-type: none"> • 全年性 	<ul style="list-style-type: none"> • 教師發展組 	<ul style="list-style-type: none"> • Geese Program 4.0

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Continue to 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 	<p>★From teachers' questionnaire and teacher interview, 85% 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, 85% 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 (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 English subject minutes Teachers' questionnaire Teachers' interview 	<ul style="list-style-type: none"> Year round 	<ul style="list-style-type: none"> TPD Team 	<ul style="list-style-type: none"> Geese Program 4.0
	<p>Mathematics Panel Use 'GROWTH' as the core development elements of Geese Program 4.0 to promote the professional growth of teachers.</p> <ul style="list-style-type: none"> G: Goal-setting R: Review O: Lesson Observation W: Working together T: Training H: Highlights <ul style="list-style-type: none"> Revise the Appraisal System to further evaluate the effectiveness of teachers' professional growth. 	<p>From teachers' questionnaire and teacher interview, ★85% 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, ★85% 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"> TD Team 	<ul style="list-style-type: none"> Geese Program 4.0

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Continue to 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 	<p>From teachers' questionnaire and teacher interview, ★85% 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, ★85% 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"> • TPD Team 	<ul style="list-style-type: none"> • Geese Program 4.0

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

- 1.1 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.
- 1.2 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.
- 1.3 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.
- 1.4 A great variety of activities are provided to students in order to help their development. And adequate community resources also provided to students and parents for their needs. And there are also a lot of supportive resources for helping students with special education needs from the EDB.
- 1.5 The school-parent communication is satisfactory. This promotes mutual understanding and enables smooth implementation of school policies.

2. Weaknesses

- 2.1 Some students are overly reliant on electronic equipment and become obsessed with the Internet during the online learning period.
- 2.2 Students' speech was delayed due to the epidemic.
- 2.3 More attentions should be paid to the students regarding to their adaption after school resumption, emotions and mental health issues.
- 2.4 The leadership skills of students should be enhanced.
- 2.5 The message of doing voluntary service is not widespread to the whole school.
- 2.6 Some non-Chinese parents are lack of parenting skills and they are not inclined to set reasonable expectation on their children.

III. Implementation Strategies

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

IV. Annual plan

(1) Activities for responding to the major concerns: Major Concern 1: Inspire Thinking, Deepen Learning Major Concern 2: Foster PoKokese Virtues: Love Po Kok, Love Hong Kong						
Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
1. Counselling						
Counselling	<ul style="list-style-type: none"> To help students with individual needs, including emotional, behavioral and learning problems through individual and group counselling. To identify, counsel and refer students with special educational needs to relevant professional support services. To promote home-school cooperation for helping students to cope with challenges and difficulties. Home visit will be given if necessary. 	<ul style="list-style-type: none"> Base on the school needs. In general, the quantity of cases is above 3% of all students. 	• All students	• 09/2023-08/2024	• N.A.	• Social worker
2. Moral Education						
Moral Education	<ul style="list-style-type: none"> A new tailor-made, school based curriculum which combined personal growth education and moral education caters the needs of NCS 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' ten priority values and attitudes, which are "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity", "care for others", "law-abidingness", "empathy" and "diligence". School social worker will take turn to go to the class and co-teach with teachers. 	From lesson observation and feedback of students: <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	• 09/2023-08/2024	• N.A.	<ul style="list-style-type: none"> Teachers 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. 	• 40% of students become Po Kok Super STAR	• All students	• 09/2023-08/2024	• \$1,000	<ul style="list-style-type: none"> All teachers DC team Social worker
3.2 Inter-class competition • Discipline (Sept to Oct 2023, Jan to March 2024) • Courtesy (Nov to Dec 2023, April to June 2024)	<ul style="list-style-type: none"> The programmes aim at promoting good sense of responsibility, self-discipline, proper attitude to get along with other people and self-care ability among students. Teacher will score the classes according to program guidelines. 	<ul style="list-style-type: none"> Over 80% of students agree that the programs can help them to enhance their ability of self-discipline. 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. 	• All students	• 09/2023-08/2024	• \$1,500	<ul style="list-style-type: none"> All teachers DC team Social worker
3.3 Understanding Adolescent Project P.4-6	• Students learn how to tackle problems and control their emotions through games, workshops and sharing.	• 80% of students agree that the program can increase their sense of achievement and responsibility.	• P.4-6 selected students	• 09/2023-07/2024	• \$142,359	<ul style="list-style-type: none"> DC team Social worker HKPA
3.4 Prefect Training	• To enhance prefects' commitment and leadership	• Over 80% of students agree that the	• P.4-6	• 10/2023	• \$20,000	• DC team

Camp	<ul style="list-style-type: none"> To strengthen prefects' communication and problem-solving abilities. To assist prefects in the implementation of duties. 	<p>program can enhance their commitment and leadership.</p> <ul style="list-style-type: none"> Over 80% of students agree that they can learn the skills and knowledge of being a leader. 	prefects			<ul style="list-style-type: none"> 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	09/2023	\$500	<ul style="list-style-type: none"> Social worker
3.6 Big Brothers Big Sisters Scheme	<ul style="list-style-type: none"> Team A: Senior students will help P.1 students during lunch time. Team B: Senior students will accompany junior SEN students to have activities in student support room. A systematic training will be given to selected senior students by school social worker. Students will have a record book to record the training sessions and service hours. They will carry out duties in the recess or lunch time so as to help other students. Two training workshops will be provided to two teams respectively in order to enhance students' commitment and leadership. 	<ul style="list-style-type: none"> 70% of big brothers and big sisters 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. Over 80% of students agree that their commitment and leadership can be enhanced. 	<ul style="list-style-type: none"> Senior students: P.4-6 Junior students: P.1-3 	09/2023-05/2024	\$20,000	<ul style="list-style-type: none"> SS Team Social worker
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	09/2023-05/2024	\$6,000	<ul style="list-style-type: none"> All teachers Social worker NGOs
3.8 Educational Student Seminars	<ul style="list-style-type: none"> To tie in different topics of the 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	09/2023-06/2024	\$8,000	<ul style="list-style-type: none"> Discipline and counseling team Social worker NGOs
4. Programmes for specific targets						
4.1 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.1-6 students	10/2023-06/2024	\$1,000	<ul style="list-style-type: none"> Social worker
4.2 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)	10/2023-05/2024	N.A	<ul style="list-style-type: none"> Social worker NGOs
4.3 Fine motor training program	<ul style="list-style-type: none"> To help students develop strength and coordination of the hand muscles. To develop students' motor skills. 	<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	10/2023-06/2024	N.A	<ul style="list-style-type: none"> Social worker SWD
4.4 Project of	<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. 	Selected	10/2023-	N.A	<ul style="list-style-type: none"> Teachers

supporting SEN students		• Over 70% students' communication skills, learning motivation and self- management skills can be improved.	P.1-6 students	06/2024		• Social worker • NGOs
4.5 Emotional regulation program	• To improve student understanding of emotions. • To enhance students' emotional regulation skills.	• Over 70% of students agree that the workshop can help them improve their emotional regulation skills.	• P.1-3 • P.4-6	• 10/2023-06/2024	• \$3000	• Social worker • NGOs
5. Student support activity						
5.1 P.6 Graduation Camp	• 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.	• Over 80% of students understand the aims and contents of the activity. • Over 80% of students give positive feedback to the activity.	• P.6	• 04/2024	• N.A.	• Teachers • Social worker • NGOs
6. Activities for Parents						
6.1 Parent day supporting program	• 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.	• 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 • NGOs
6.2 Parent and Child Fun Art Group	• To enhance communication and relationship between parents and children through group activities and handicraft making.	• 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 • NGOs

V. Others

Services/ Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Person(s)- in-charge
Policy and Organization	For school social worker, • To attend meetings for handling crisis cases. • To organize teacher training for enhancing teachers' ability to handle crisis cases. • To attend school meetings, depending on the necessity.	• To attend school meetings, depends on the necessity.	• All teachers	• 09/2023-08/2024	• Principal • All teachers • Social worker
Case Referral	• To set up and implement the internal and external referral system whereby students' specific needs are addressed with the most appropriate services.	• Over 80% of teachers know the referral system well.	• All teachers	• 09/2023-08/2024	• Discipline and Counseling Team
Supporting Teachers	Teachers' training • According to the needs of school, teachers training will be organized and arranged properly.	• Over 80% of teachers agree that the training programme is beneficial to them.	• All teachers	• 09/2023-08/2024	• Social worker • 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:

Mondays, Tuesdays, Thursdays and Fridays	8:00am to 4:00pm (including 1 hour for lunch)
Wednesdays	8:00am to 1:00pm

3. 0.5 Social worker's stationing time:

Tuesdays and Fridays (2days) (to be discussed with school)	8:00am to 4:00pm (including 1 hour for lunch)
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4. Supervision service

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

VII. Budget

Content	HK\$
Payment of Comprehensive student guidance service to Hong Kong Playground Association (including a full time social worker, a part-time social worker, supervision service for one year)	\$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"> 9/2023-8/2024 	<ul style="list-style-type: none"> A sum of \$350,367.00 will be used to cover the salary and MPF of 1 full time and 1 part time janitor from 9/2023 to 8/2024. 	<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"> 9/2023 8/2024 	<ul style="list-style-type: none"> A sum of \$400,000 will be used to purchase consumables, IT equipment and online services from 9/2023 to 8/2024. 	<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"> 9/2023 8/2024 	<ul style="list-style-type: none"> The amount of \$287,580 will be used to purchase on-site TSS service to support the IT system and help solve IT problems encountered. 9/2023 to 8/2024. 	<ul style="list-style-type: none"> At the end of the term, teachers’ questionnaire will be used 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 1.8 teachers and 1.2 teaching assistants. 	<ul style="list-style-type: none"> 9/2023-8/2024 	<ul style="list-style-type: none"> A sum of \$1,027,980 will be used to cover the salary and MPF of 1.8 teachers and 1.2 teaching assistants from 9/2023 to 8/2024. 	<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 programs will be provided by service providers. Learning packages and teaching aids will be purchased. 	<ul style="list-style-type: none"> 9/2023-8/2024 	<ul style="list-style-type: none"> A sum of \$576,000 will be used to purchase different training services and learning aids. (Learning group training \$45,000, Social skill training \$45,000, Study Class P.4-6 \$50,000 speech therapy \$98,000-ESTG, Reference Book \$15,000-ESTG, Learning materials \$45,000 and Stationery \$45,000, Paired-reading materials \$45,000, Equipment \$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 eligible students	Estimated expenditure (\$)	Name of partner/service provider (if applicable)	
					A	B	C	
• Self-confidence development workshops	• To build their confidence and self-esteem and teach them confidence-building strategies.	• 70% of students build up their confident after the workshops.	• Questionnaire Observation	• 4 sessions	0	26	9	\$8000
• STEAM Mission	• To enhance the knowledge and interest in STEAM.	• 80% of students agree that the activity can enhance their knowledge in STEAM.	• Questionnaire Observation	• 12/2023	0	26	9	\$6000
• STEM Exploration	• To enhance the knowledge and interest in STEM	• 80% of students agree that the activity can enhance their knowledge in STEM..	• Questionnaire Observation	• 1/2024	0	26	9	\$5000
• LEGO Education SPIKEPrime Fun Day	• To understand the basic concepts of computational thinking and apply STEM knowledge for designing products	• 70% of students show interest and participate actively in the activity.	• Observation	• 6/2024	0	26	9	\$6000
• Synergy in Science	• To enhance the knowledge and interest in science.	• 80% of students agree that the activity enhance their knowledge in science.	• Questionnaire Observation	• 2/2024	0	26	9	\$15,000
• SkyExplorer@sky100 X Big Bus Tour	• To further the knowledge about Hong Kong and explore the development of Hong Kong.	• 70% of students show interest and participate actively in the activity.	• Observation	• 6/2024	0	26	9	\$6000
Total no. of activities: <u>6</u>				@ No. of man-times	0	156	54	
				**Total no. of man-times	210			

Note:

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

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

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

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 1.6 teaching assistants to assist in organizing activities and support the learning of NCS students. 	<ul style="list-style-type: none"> 9/2023-8/2024 	<ul style="list-style-type: none"> A sum of \$1,016,700 will be used to cover the salary and MPF from 9/2023 to 8/2024. 	<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"> 9/2023-8/2024 	<ul style="list-style-type: none"> A sum of \$174,000 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 9/2023 to 8/2024. 	<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"> 9/2023-8/2024 	<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 9/2023 to 8/2024. 	<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"> Organize different activities for NCS students to support their learning. 	<ul style="list-style-type: none"> 9/2023-8/2024 	<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"> 9/2023-8/2024 	<ul style="list-style-type: none"> A sum of \$30,000 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"> 9/2023-8/2024 	<ul style="list-style-type: none"> A sum of \$226,800 will be used to cover the salary and MPF of 1 full time teaching assistant from 9/2023 to 8/2024 and \$10,000 teaching materials. 	<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	To organise / participate in life-wide learning activities													
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes.													
1	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.1-6	403	\$150,000.00	\$372.21	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.1-6	403	\$145,000.00	\$359.8	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.1-6	403	\$120,000.00	\$297.77	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.1-6	403	\$40,000.00	\$99.26	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.1-6	403	\$36,000.00	\$89.33	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	403	\$45,000.00	\$111.66	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	403	\$56,000.00	\$138.96	To provide different kinds of ECA for students to join	Gifted Education				✓			
Sub-total of Item 1.1				2,821	\$592,000.00										

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				2,821	\$592,000.00									

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	\$12,800.00
Estimated Expenses for Category 2			\$12,800.00
Estimated Expenses for Categories 1 & 2			\$604,800.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	403
Estimated number of student beneficiaries:	403
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ching Po Yee
Post of Contact Person for LWL:	PSM

10. Plan for Sister School Exchanges

Name of the Mainland Sister School:

(1) Shantou Jinyang Primary School

(2) Regents Primary School of Shenzhen

Please state the name and preliminary idea of planned exchange activities together with the methods of monitoring and evaluating the effectiveness of these activities.

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring/Evaluation	Estimated Expenditure
1.	<ul style="list-style-type: none"> Mainland Cultural Exchange Programme (Shantou Jinyang Primary School/ Regents Primary School of Shenzhen) 	<ul style="list-style-type: none"> To broaden students' horizons and enhance their understanding about the Mainland through visiting the sister school To promote peer learning among students through the cultural exchange activities To provide students an authentic language environment in the learning of Putonghua 	<ul style="list-style-type: none"> Reflections of students and observations will be used to evaluate the activity. An activity report will be completed to record the activity highlights. 	<ul style="list-style-type: none"> \$120,000
2.	<ul style="list-style-type: none"> Sister School Cultural Interflow (Shantou Jinyang Primary School / Regents Primary School of Shenzhen) 	<ul style="list-style-type: none"> To invite sister schools to visit Po Kok to know more about the environment and learning at school To organise cultural exchange activities for mutual learning To enhance friendship among students and teachers from sister schools 	<ul style="list-style-type: none"> Reflections of students and observations will be used to evaluate the activity. An activity report will be completed to record the activity highlights. 	<ul style="list-style-type: none"> \$35,000

H. Budget Plan

Name of Account	Income	Budget
<i>EOEBG</i>		
Capacity Enhancement Grant	589,557.00	350,367.00
Composite Information Technology Grant	427,756.00	400,000.00
Enhanced Speech Therapy Grant	(T.B.C.)	113,000.00
School Based Management Top Up Grant	52,596.00	39,000. 00
Top Up Student Guidance Service Grant	116,184.00	100,000.00
Understanding Adolescent Project Grant	148,708.00	145,220.00
Total	1,334,801.00	1,147,587.00
<i>OTHER GRANTS</i>		
Community Care Fund Assistance Program School Lunch	*32,650.00	64,000.00
Enhanced Additional Funding - Support for NCS students	1,608,994.00	1,490,700.00
Grant for Supporting NCS students with SEN	210,382.00	236,800.00
Learning Support Grant	**892,042.00	1,490,098.00
Life Wide Learning Grant	604,836.00	604,800.00
Promotion of Reading Grant	32,599.00	30,000.00
School-based After-school Learning & Support Program	49,800.00	46,000.00
Sister School Scheme Grant	162,994.00	155,000.00
Total	3,594,297.00	4,117,398.00

Community Care Fund Assistance Program School Lunch:

*Remarks: 1st Instalment (received in Aug 23) \$32,650.00
The amount of 2nd instalment to be confirmed

Learning Support Grant:

**Remarks: 1st Instalment (received in Aug 23) \$892,042.00
The amount of 2nd instalment to be confirmed.