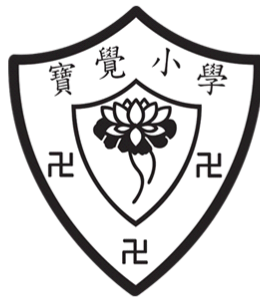


# Po Kok Primary School



## School Development Plan

2024/25 - 2026/27

## 1. 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 organized by the Parent Teacher Association and constant contact between teachers and parents, thus facilitating the School's development and enhancing learning efficacy;
- to help students acquire knowledge of information technology and develop the ability to apply information technology so that they are able to meet the needs of society in the twenty-first century.

## 2. 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.

### 3. School Motto

“Benevolence and Fraternity”

### 4. Core Values of Education

- Po Kok Primary School is committed to the achievement of academic excellence. It is characterized and enriched by its diverse, multicultural environment of NCS students. The core value of Po Kok Primary School is to inspire students to a lifelong love of learning.
- The school promotes a holistic development based on Buddhism principles and sound moral values. It encourages creativity, which will maximize students’ potential and promote the growth of the whole person. The school prepares its students to be ethical, compassionate and responsible citizens who contribute to the local and global communities, be respectful of others views, beliefs and cultures, and make a difference in the world.



<p><b>I. Create a ‘Happy to Learn, Ready to Learn’ environment</b></p>	<p>various activities including teachers’ professional training, and collaboration meetings</p> <p><b><u>Fully Achieved:</u></b></p> <p>In accordance with the objective of Major Concern 3, a variety of professional training activities, including collaboration meetings, lesson observations, and the Micro Lesson Study Scheme, were regularly conducted to improve teaching effectiveness. These activities provided teachers with valuable opportunities to share ideas on enhancing teaching and learning, particularly focusing on the design of C<sup>3</sup> questions and MINDS differentiated learning activities for various topics. Major subject panels implemented Micro Lesson Study in two selected grades, allowing teachers to practice these teaching strategies in the classroom. According to results from a school-based teachers’ questionnaire, over 90% of teachers strongly agreed that the professional training activities enhanced their teaching effectiveness and helped them design activities to deepen learning. Overall, these training initiatives supported teachers in systematically planning their lessons and effectively applying teaching strategies.</p> <p>3. Students develop thinking skills and self-learning capabilities in stages</p> <p><b><u>Partly Achieved:</u></b></p> <p>C<sup>3</sup> questions were regularly integrated into lessons and assignments to engage students and gradually enhance their thinking skills and self-learning abilities. Teachers noted that most students made progress in answering various types of questions, demonstrating positive learning outcomes. According to the school-based students’ questionnaire, over 90% of students agreed that the different levels of C<sup>3</sup> questions</p>	<p>conducted regularly as routine work to allow teachers to exchange ideas on learning activity design and enhance teaching effectiveness.</p> <p>• The design of learning tasks and assignments will be revised to promote thinking. Besides, various self-learning strategies will be introduced and strengthened to support students and extend their learning through different means such as using e-learning platforms and organising STREAM activities.</p>	
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	<p>asked in lessons stimulated their thinking, and that C<sup>3</sup> questions in worksheets and materials inspired their thought processes. Additionally, in the Po Kok Super STAR 3.0 Scheme, more than 70% of students earned the title of “Inquisitive Learner” in subjects such as English, Mathematics, and General Studies. Most students actively responded to various higher-order thinking questions during lessons and in their assignments. However, significant effort is still needed to help students develop higher-order thinking skills and self-learning capabilities, particularly as some students struggled with C<sup>3</sup> tasks in Chinese lessons and assignments. Besides, the stakeholder survey indicated that the score for “The teachers’ questions can stimulate my thinking” (4.4) remained unchanged from last year, while the teacher survey showed a relatively low score of 4.4 for “Students can learn proactively.” This highlights the need for increased focus on encouraging students to take initiative in their learning.</p>		
<p><b>II. Foster PoKokese Virtues: Love Po Kok, Love Hong Kong</b></p>	<p>1. Love Po Kok: Courtesy and Appreciation. <b>Fully Achieved:</b> Students demonstrated adherence to the “Golden Rules” during lesson observations, showing they have adapted to classroom etiquette since the return to full-day school. They came prepared, used appropriate language and tone, and followed teachers' instructions. The “Interclass Courtesy Competition” has enhanced polite communication and behavior among students, recognizing those who exhibit good manners and encouraging ongoing positive actions. The display of award winners and class scores on electronic kiosks increased student engagement, as many checked the information during recess. Additionally, the “Monthly</p>	<ul style="list-style-type: none"> <li>• The “Golden Rules” will be integrated into routine practices. Subject panels will discuss student performance after lesson observations and report findings in meetings. The Discipline and Counseling Team will continue to promote courtesy and rule adherence among students, with related talks and activities planned for next year. These topics will also be included in the school-based Moral Education and Integrated Learning curriculum. Fostering a sense of appreciation is key to improving students' emotional</li> </ul>	

Courtesy Star” Award effectively promoted politeness by providing role models for others to follow. Students were encouraged to write notes of appreciation on various occasions, fostering recognition, gratitude, and support among them. They expressed joy upon receiving cards from peers and gradually learned to acknowledge others' strengths and actions, leading to a broader expression of gratitude in daily life. Selected ambassadors felt happy and thankful for the recognition from team members in the “We Appreciate” scheme. During the P.1 Interdisciplinary Activity, students learned to appreciate various school members and recorded a video expressing their gratitude. The 100<sup>th</sup> Day of School Celebration in January allowed students to acknowledge their growth and show appreciation to staff. Involving teachers, students, and parents, the event featured performances and gifts to thank school staff for creating a positive and safe environment.

2. Love Hong Kong: Respect and Eagerness to Serve

**Fully Achieved:**

All students showed proper respect for the Chinese National Anthem during Flag-raising Ceremonies, singing it with the right attitude. P.1-3 students improved in reading the lyrics with guidance, while P.3-6 students mastered over 60% of the lyrics' pronunciation, despite occasional tone inaccuracies. Feedback from Moral Education teachers indicated that students understood their responsibilities as Hong Kong citizens, recognizing the importance of following rules and contributing to their families and society. They expressed interest in Hong Kong's history and culture, visiting Tai Kwun to learn about heritage revitalization and role-playing as travel agency staff to introduce local attractions. Most

health, reducing anxiety and stress while boosting happiness. Therefore, appreciation will be a focus next year, with monthly “We Appreciate” and “I Appreciate” schemes, and students will regularly write appreciation cards in Moral Education lessons. The P.1 Interdisciplinary Activity and the 100<sup>th</sup> Day of School Celebration will continue to encourage students to express gratitude to school staff.

- Next year, all students will practice singing the National Anthem in every music lesson and improve their pronunciation in Putonghua lessons. The Integrated Learning program will extend to P.3, while the P.4 Interdisciplinary Activity will continue, providing students with valuable insights into Hong Kong's history and culture through group presentations. Related excursions will be organized to enhance learning, and activity designs will be updated to foster self-learning by encouraging research on local tourist attractions. All teams will maintain the

	<p>students enjoyed the activity and respected Hong Kong's history and culture. Students have been punctual and responsible in their duties at school, serving their peers effectively. Since the pandemic, the school has partnered with various organizations to provide volunteer opportunities, including flag-selling activities and programs with the Jockey Club. Through these services, students developed community awareness and civic responsibility, enhancing their personal qualities and willingness to serve. Participants reported increased confidence, improved communication skills, and a desire to be role models for younger students. Interacting with diverse individuals fostered empathy, respect, and concern for others, while environmental protection initiatives strengthened their sense of social responsibility.</p>	<p>“Everyone has a Duty Scheme” to boost students' sense of achievement and prepare them for community service. More opportunities for junior students to engage in volunteer activities will be provided next year. P.4-6 students will register as CYC members and participate in volunteer services, while P.5-6 students will continue with the “Volunteer Together” Program organized by the Hong Kong Jockey Club.</p>	
<p><b>III. Aim high, Dare to try: Promoting teachers’ professional growth</b></p>	<p>1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers. (Definition of a new teacher: working experience in the school for 0-5 years) <b><u>Fully Achieved:</u></b> Major subjects’ teachers have implemented the MLS Scheme in both junior and senior levels. It can effectively enhance subject teaching strategies of new teachers, and gradually improve teaching efficiency. Teachers exchanged ideas in helping students to cope with their learning difficulties in the collaboration meetings. According to the result of the teachers’ questionnaire, 100% new teachers agreed that after the MLS Scheme, their learning and teaching effectiveness is enhanced.</p> <p>2. Optimize Geese Program 4.0 to promote the professional growth of teachers.</p>	<ul style="list-style-type: none"> <li>● The Micro Lesson Study Scheme will be incorporated in major subjects panels as their routine work to continue boosting teaching effectiveness and exploring teaching and learning strategies.</li> <li>● The Program will also be incorporated as routine work to</li> </ul>	



	<p><b><u>Fully Achieved:</u></b>          In the past three years, teachers have used GROWTH as the core development elements of Geese Program 4.0.          According to the result of the teachers' questionnaire, 100% teachers agreed that after the training programs, they could be more receptive to the latest trends in educational development and more professional sharing amongst them.</p>	<p>continue developing individual professional development.</p>	
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**b. Based on the reflection against the seven learning goals<sup>II</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

- ◆ How good is my students' performance in achieving the seven learning goals?
- The school is actively working to lead continuous improvement and development in students' whole-person development and lifelong learning, but there are areas that require further strengthening. While students demonstrate a positive attitude towards learning and are eager to participate in class discussions, their ability to apply knowledge and learning skills beyond the classroom could be further enhanced. They tend to rely on teachers and parents for homework completion and lack independent self-learning practices, especially outside of school.
  - Students' critical thinking and analytical skills could be further enhanced. Their numeracy, problem-solving, and study skills need to be further strengthened to align with the seven learning goals. Language development is a key focus, with Cantonese being actively used in the teaching of minor subjects, enhancing linguistic diversity and proficiency. The school encourages the use of Chinese during lunchtime, which not only improves language skills but also enriches cultural engagement among students. However, there is room for further enhancement in language use.
  - On the positive side, students exhibit good behaviors and values both in and out of school. Initiatives such as the Po Kok SuperSTAR Scheme and participation in national identity programs have been successful, with students actively engaging in activities that foster appreciation for Chinese culture and national identity, including flag-raising ceremonies and celebrations of Chinese festivals. The school would further enhance students' recognition of their national identity and international perspectives, as well as their digital literacy and ethical use of technology.
- In terms of promoting healthy lifestyles, the school has implemented initiatives like "Fruit Month" and a healthy snack policy, although parental influence remains a key factor. The school also supports students' mental and emotional health through various activities aiming at building resilience and positive values. By continuing to refine these efforts and focusing on improving students' independent learning, problem-solving skills, and healthy living habits, the school aims to further enrich their learning experiences and foster lifelong learning.
- ◆ How good is my school in enriching students' learning experiences for their whole-person development and lifelong learning?
- The school has made significant strides in enriching students' learning experiences to promote whole-person development and lifelong learning. Through a broad and balanced curriculum, the school creates flexible learning spaces by integrating subjects through interdisciplinary learning (IL) in junior grades and making good use of class teacher periods. This approach has been effective in helping students connect and apply knowledge from various disciplines, particularly with initiatives like cross-curricular activities, cross-curricular reading, and STEAM Day. These efforts enhance students' understanding of Chinese culture, history, and national identity, as well as their skills in STEAM areas. To further support students' diverse learning needs, differentiated learning activities such as tiered worksheets and C<sup>3</sup> questions are incorporated into lessons, ensuring inclusivity and tailored learning experiences.
  - The school enriches students' experiences outside the classroom by offering a wide range of extracurricular activities and life-wide learning opportunities, including post-exam activities and cultural events like World Book Day and different festival celebration activities. The school also encourages students to participate in different competitions to enhance their exposure and foster a growth mindset. Moreover, a systematic

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<sup>II</sup> The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

approach to identifying students with special educational needs is in place, allowing early intervention through various support mechanisms, including professional guidance from SEN coordinators and social workers. The school procures services from highly trained professionals to ensure students receive the best learning experiences and outcomes.

- To aid students' transitions between key stages, the school has implemented smooth transition programs, such as the summer bridging course and secondary school adaptation programs, ensuring that students are well-prepared for the next phase of their education. For students in P.4-P.6, teachers guide them in setting personal learning goals, fostering self-management and lifelong planning skills. The school also supports student development through values education, interdisciplinary activities, career talks for KS2 students, and cultural activities that broaden their horizons.
- While the school has taken commendable measures to provide a holistic learning environment, there are areas for further improvement. Introducing more external support services for students with diverse learning needs and continuing to review and evaluate the relevance and effectiveness of ECAs will help ensure the school's continuous improvement in enriching students' learning experiences and fostering their lifelong learning journey. Students could be encouraged to participate in more competitions to further develop their talents and enhance their sense of achievement.

◆ How good is my school in leading its continuous improvement and development for students' whole-person development and lifelong learning?

- The school has established an effective self-evaluation mechanism that guides its continuous improvement and development, ensuring that whole-person development and lifelong learning remain central to its mission. The leadership team is proactive in staying updated with the latest educational trends, regularly engaging in professional development to enhance their leadership and coordination abilities. This allows them to effectively steer the school's development and balance the various learning objectives, with student knowledge acquisition being a key priority. Moving forward, the school aims to further balance the development of all learning goals.
- Teachers are highly collaborative and are willing to engage in self-evaluations at the individual, subject, and school levels. They continuously seek improvement and contribute ideas for development. Regular subject panel meetings and reviews ensure that each subject is effectively monitored and developed. The school also promotes transparency by collecting feedback from stakeholders, including teachers, parents, and students, through both qualitative and quantitative methods, such as school-based and stakeholder questionnaires. This enables the school to gain a comprehensive understanding of its performance and areas for improvement.
- The leadership team fosters a culture of professional growth by encouraging teachers to attend workshops on the latest teaching strategies, such as e-learning, STEAM, and national education. Collaboration with universities and the Education Bureau (EDB) has been instrumental in keeping the school aligned with the latest educational trends and best practices. Decision-making within the school is inclusive and consultative, with the school head seeking input from teachers through the Learning Circle, ensuring that initiatives and priorities are collectively agreed upon, making the implementation process smoother and more effective.
- The school is highly transparent in its operations, using a variety of monitoring tools, including school-based questionnaires and regular assessments, to ensure that all aspects of school management are thoroughly reviewed. In alignment with Hong Kong's educational goals and latest developments, the school is planning to pilot interdisciplinary subjects in humanities and sciences for Grades 1 and 4 in the 2024-2025 academic year, further enhancing its curriculum development. By adhering to the EDB's guidelines and staying at the forefront of educational advancements, the school demonstrates strong leadership and a commitment to continuous improvement in all areas of student development.

### c. How Can My School Be Better

#### ◆ What are my students' needs?

- Students at the school exhibit a positive attitude towards learning and actively participate in class discussions, but there are several areas where their needs should be addressed to promote whole-person development and lifelong learning. One of the key areas requiring attention is students' ability to apply knowledge and learning skills outside the classroom. Students often rely on teachers and parents for homework completion and lack independent self-learning practices, especially beyond school hours. To address this, the school should encourage students to take more responsibility for their learning, particularly by deepening their self-learning capabilities. Students are more inclined towards games, gadgets, and social media, which poses a challenge in fostering a reading culture without full parental cooperation. Regularly updating classroom storybooks and integrating reading across the curriculum, particularly in STEAM subjects, could help instill a passion for reading and knowledge acquisition.
- Additionally, while students are proficient in memorizing information, they need to improve their critical thinking and analytical skills. This calls for strengthening their numeracy, problem-solving, and study skills in alignment with the expectations of the seven learning goals. Language abilities also need attention, particularly in using Cantonese during non-major subjects. Encouraging students to use Cantonese during break times and implementing structured activities to promote language use could improve their linguistic proficiency.
- Students' self-management, self-discipline, and physical fitness also need to be addressed, as they are overly reliant on electronic devices and the internet for entertainment and leisure. Promoting a healthy lifestyle through initiatives such as "Fruit Month" and the school's healthy snack policy has been effective, but further efforts are needed to reduce students' screen time and promote physical activity.
- On a positive note, students demonstrate good behaviors and moral values, both inside and outside of school. Programs like the Po Kok SuperSTAR scheme and national identity education have fostered a strong sense of cultural pride and participation in activities such as flag-raising ceremonies and Chinese festival celebrations. However, there is still a need to further enhance students' recognition of their national identity and international perspectives, as well as their digital literacy and ethical use of technology.
- To support students' emotional and mental well-being, the school has implemented programs aimed at building resilience and fostering positive values. Continuing these efforts, along with a focus on improving students' independent learning, problem-solving abilities, and healthy living habits, will help meet the learning and developmental needs of students across different key stages and promote their ongoing growth in both personal and academic areas.

#### ◆ What is my school's capacity for continuous improvement and development?

- The school has demonstrated a strong capacity for continuous improvement and development, particularly in enriching students' learning experiences and promoting whole-person development. Through initiatives like interdisciplinary learning (IL), flexible class teacher periods, and a broad curriculum that integrates subjects such as STEAM and cultural studies, the school has effectively connected students' learning across multiple disciplines. Programs like Exploring Hong Kong, cross-curricular reading, and STEAM Day have significantly enhanced students' understanding of Chinese culture, national identity, and their critical thinking skills. Differentiated learning activities are also incorporated into lessons to cater to students' diverse needs, ensuring that all learners are supported and challenged.
- The school's capacity for continuous improvement is further strengthened by its commitment to offering a wide range of extracurricular activities and life-wide learning opportunities, such as post-exam activities, cultural events like World Book Day and festival celebration activities, and participation in competitions, particularly in STEAM-related fields. These initiatives help foster a growth mindset and encourage

students to broaden their horizons beyond the classroom. The school's systematic approach to identifying and supporting students with special educational needs, through early intervention and collaboration with SEN coordinators and social workers, also reflects its ability to provide a nurturing and inclusive learning environment.

- Effective leadership and a strong professional teaching team are key strengths of the school. Teachers are actively engaged in self-evaluation and professional development, regularly attending workshops on the latest educational trends and strategies. The school leadership promotes a collaborative culture, where decisions are made inclusively through mechanisms like the learning circle, ensuring that teachers' input is considered. This openness to feedback, coupled with the school's transparent self-evaluation process, helps the school continuously refine its practices and align them with Hong Kong's educational goals and trends.

The school has a solid foundation of professional leadership, effective resource management, and a culture of collaboration that positions it well for continuous improvement. By focusing on fostering independent learning, enhancing language opportunities, and leveraging external support, the school is well-equipped to continue its development and provide high-quality learning experiences that promote lifelong learning and whole-person development.

◆ What are the development priorities of my school for enhancing the whole-person development and lifelong learning of my students?

- In light of the students' needs and the school's capacity for continuous improvement and development, several key development priorities have been identified to enhance the whole-person development and lifelong learning of students. First, fostering independent learning and critical thinking will be a central focus. While students demonstrate enthusiasm in class, they tend to rely heavily on teachers and parents for homework completion and lack self-directed learning habits. To address this, the school will prioritize the development of students' ability to apply knowledge beyond the classroom, encouraging more self-management and independent study practices. Initiatives such as updating classroom reading materials, promoting reading across the curriculum, and integrating more STEAM-related activities will be essential in nurturing this independent learning culture.
- Another priority is strengthening students' problem-solving, numeracy, and analytical skills. While students excel at memorization, there is a need to cultivate deeper critical thinking and analysis, as well as problem-solving abilities. To achieve this, the school will continue integrating interdisciplinary learning (IL) and STEAM education, while expanding opportunities for students to engage in competitions, particularly in these fields, to reinforce their practical and analytical skills.
- Promoting healthy lifestyles and reducing students' reliance on electronic devices is another important area for development. While the school has already implemented successful initiatives such as "Fruit Month" and the healthy snack policy, further efforts will be made to promote physical fitness and reduce screen time. Encouraging participation in sports and physical activities, both within and outside of school, will be emphasized to support students' physical and mental well-being.
- Lastly, supporting students' emotional and social development will remain a key focus. The school will continue to provide activities that build resilience, emotional health, and positive values, while also fostering a stronger sense of national identity and international awareness. This will be achieved through existing programs like the "Po Kok Super Star" scheme, national identity education, and cultural events, while also integrating more opportunities for students to engage with international perspectives and current global issues.

**Major Concerns for 2024/25- 2026/27 (in order of priority)**

**I. Engage Students Through Wonder, Nurture Active Learners**

**II. Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being**

## School Development Plan (2024/25-2026/27)

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2024-25	2025-26	2026-27		
<b>I. Engage Students Through Wonder, Nurture Active Learners</b>  (Continuous attention should be given to the design of the learning activities to promote inquiry thinking and deepen learning. Besides, it is necessary to further develop students' self-learning skills and their awareness of self-reflection by equipping students with the strategies to learn independently and review their own learning progress.)	1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking <ul style="list-style-type: none"> <li>Teachers are able to utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning</li> <li>Students are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons making use of e-learning platforms to conduct self-learning activities</li> </ul>	✓ (Trial)	✓ (Implementation)	✓ (Modification)	<ul style="list-style-type: none"> <li>Design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).</li> <li>Revise teaching and learning resources and school-based curriculum including graded preview worksheets, self-learning worksheets and Bank Book to strengthen students' self-directed learning strategies.</li> <li>Implement blended learning to equip students with self-learning skills, with the use of e-learning platforms in teaching and learning.</li> <li>Implement the refined Award Scheme and revised awarding standards to encourage students' participation in inquiry thinking learning activities and self-learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>Proper Values and Attitude</li> <li>Knowledge of Key Learning Areas</li> <li>Language Skills</li> <li>Generic Skills</li> <li>Reading and Information Literacy</li> </ul>
	2. Promote STREAM education to step up for self-directed learning <ul style="list-style-type: none"> <li>Students are able to acquire STREAM-related knowledge and skills through different learning activities</li> </ul>	✓ (Trial)	✓ (Implementation)	✓ (Modification)	<ul style="list-style-type: none"> <li>Organise professional training activities including collaboration meetings, micro lesson study scheme and to emphasize self-directed learning and inquiry thinking to enhance teaching effectiveness.</li> <li>Refine the framework of STREAM education through organic integration of the learning elements across learning disciplines.</li> <li>Design theme-based STREAM project learning activities with 6E inquiry model to encourage students' active construction of knowledge.</li> <li>Incorporate regular scientific inquiry activities into school-based curriculum.</li> <li>Establish school-based STREAM talent pool to develop students' potential through regular trainings and inter-school competitions.</li> </ul>	<ul style="list-style-type: none"> <li>Proper Values and Attitude</li> <li>Knowledge of Key Learning Areas</li> <li>Language Skills</li> <li>Generic Skills</li> <li>Reading and Information Literacy</li> </ul>

Major Concerns	Targets	Time Scale			A General Outline of Strategies	Seven Learning Goals
		2024-25	2025-26	2026-27		
<p><b>II. Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being</b></p> <p>Cultivate positivity, Embrace a flourishing life journey</p> <p>(The mental health issues of students have attracted widespread attention in recent years. Students are under pressures because of the rapid change and intense competition in the society. The school hopes to implement positive education, which aims to inspire children's inner potential, help them establish positive character, positive emotions, and positive interpersonal relationships, laying a solid foundation for a fulfilling life. The goal is to enable them to utilize their character strengths and accumulated positive experiences to embrace various adversities and challenges in life, thereby cultivating a sense of engagement, achievement, and well-being.)</p>	1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationship.	✓ (Trial)	✓ (Implementation)	✓ (Refine and extend)	<ul style="list-style-type: none"> <li>• Arrange the school environment and classroom spaces to promote the messages of positive education and create a positive campus atmosphere.</li> <li>• Implement positive classroom managements.</li> <li>• Strengthen the message of positive education through various channels.</li> <li>• Promote positive reading by acquiring books related to positive values and mindsets for students and teachers to borrow and share.</li> </ul>	<ul style="list-style-type: none"> <li>• National Identity</li> <li>• Proper Values and Attitudes</li> <li>• Generic Skills</li> <li>• Reading and Information Literacy</li> <li>• Healthy Lifestyle</li> </ul>
	2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents.					



	<p>3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement.</p>			<ul style="list-style-type: none"> <li>• Encourage student participation in diverse cultural, artistic, and sports activities. providing opportunities for performances and competitions.</li> <li>• Offer a variety of platforms for students to showcase their learning outcomes, competition achievements and community service, thereby strengthening their learning motivation.</li> <li>• Provide diverse learning opportunities through life-wide learning and extracurricular activities.</li> <li>• Enhance students' sense of responsibility, and cultivate their awareness of community care and the spirit of social contribution through volunteer service.</li> <li>• Expand the video library of student activities, systematically storing and displaying student talents to the school community and the public, helping to foster student confidence.</li> <li>• Refine the "Po Kok SuperSTAR" electronic award scheme to recognize student achievements in positive attitudes and values, self-directed learning, community service, good life habits, academic, both in-school and external competition.</li> <li>• Launch the 'IMPRESSIVE' Program which aims at promoting all-rounded positive development at school which includes the following areas: <ul style="list-style-type: none"> <li>• I: Independent Learner (Self-learning)</li> <li>• M: Master of Relationships (Courtesy, respect and care for others, appreciation and gratitude)</li> <li>• P: Positive Lifestylist (Mental and physical health)</li> <li>• R: Reputed Volunteer (Service)</li> </ul> </li> </ul>	
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					<ul style="list-style-type: none"> <li>• E: Exemplary Achiever (Non-academic achievement, e.g. active participation and outstanding performance for internal and external competitions)</li> <li>• S: Scholastics Reader (Reading)</li> <li>• S: Smart Pokokese (Academic achievement)</li> <li>• Various types of positive reinforcement will be given to students as a recognition of their achieved targets and progress.</li> <li>• Monitoring system: Regular meetings, questionnaires, students' record booklets, small group interviews and student participation's statistics.</li> </ul>	
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