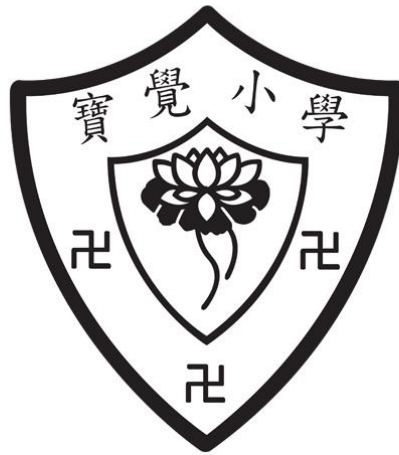


Po Kok Primary School



Annual School Report

2020-2021

Po Kok Primary School

Annual Report

2020-2021

Content	Page
A. School Vision and Mission	P.2
B. Our School	P.3
C. Management and Organization	P.3
D. Our Students	P.6
E. Our Teachers	P.6
F. Achievements and Reflection on Major Concerns	P.7
G. Our Learning and Teaching	P.17
H. Support for Student Development	P.23
I. Student Performance	P.25
J. Evaluation of Comprehensive Student Guidance Service Year Plan	P.26
K. Evaluation for Government Funding	P.45
L. Financial Report	P.62
M. Feedback on Future Planning	P.63

A. Vision & Mission

The vision of the School is as follows:-

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

The mission of the School is as follows:-

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

School Goals

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

B. Our School

Introduction of our school

Po Kok Primary School is a Buddhist whole-day aided school in Hong Kong. The first Po Kok was established in Causeway Bay in 1934 by Lady Clara Ho Tung to give opportunity for girls to receive a free education. The school has been aided in 1949. We are now having 19 classes and the total numbers of students are 448. Over 90% of the students are Non-Chinese Speaking students.

School Facilities

In addition to the air-conditioned classrooms of standardized specifications, there is a spacious air-conditioned school hall, a multi-media learning room, a robot laboratory, a campus TV, a rock climbing wall included gym, a multi-sensory room, an open playground, a music room and a well stocked library. Other facilities include a meeting room, an English room and other specially-equipped rooms for different teaching and learning purposes.

School Information

Supervisor/ Chairman of Management Committee	Dr. Ng Chi Hin Ernest
School Head	Ms Chung Lai Kam Kathy
School Type	Aided Whole Day School
Student Gender	Co-education
Sponsoring Body	Tung Lin Kok Yuen
Religion	Buddhism
Year of Commencement of Operation	1931
School Motto	Benevolence and fraternity
School Size	About 3600Sq. M ²
Medium of Instruction	Chinese & English

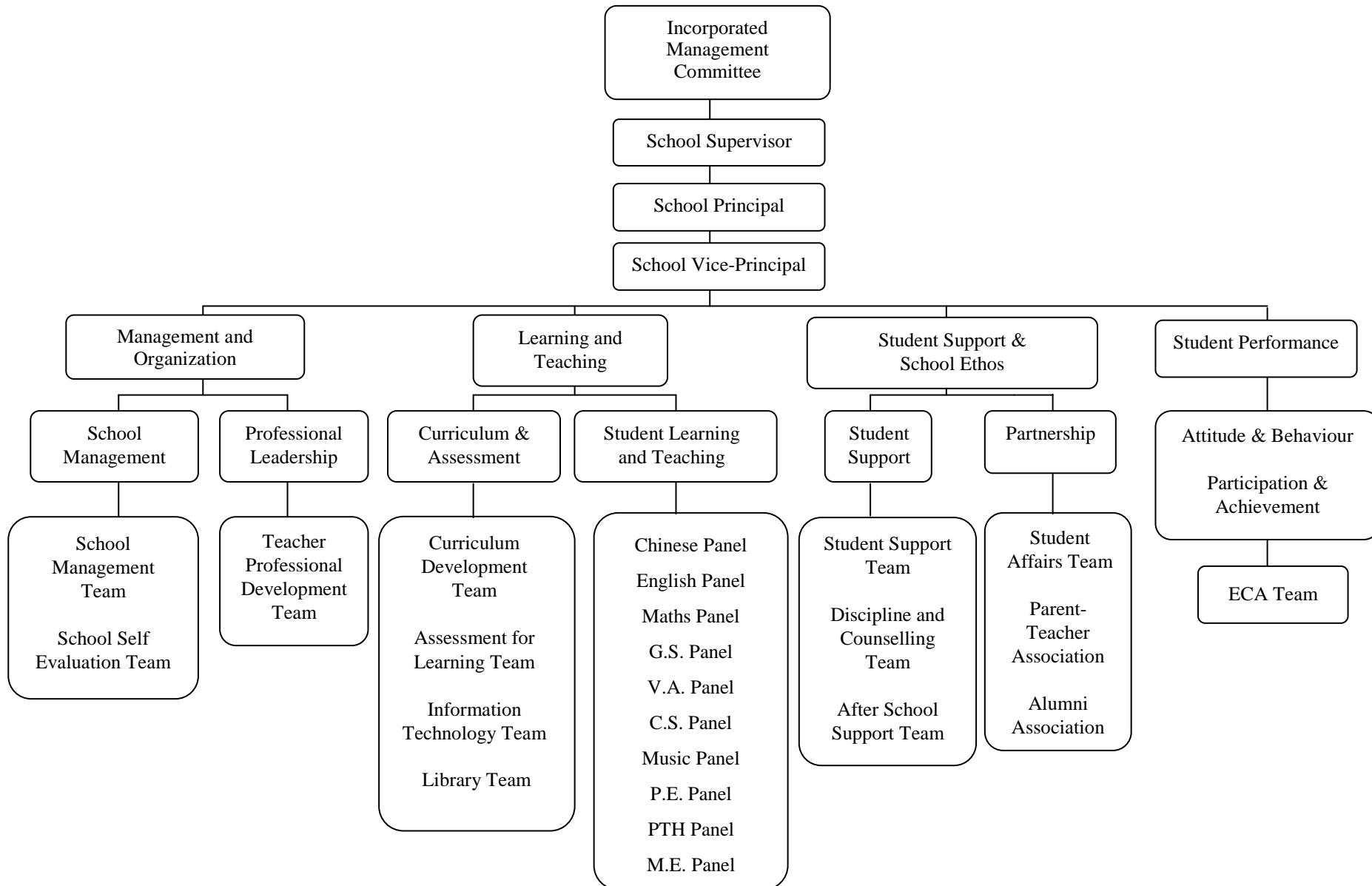
C. Management and Organisation

School General Information

School Organization	Our school has set up Incorporated Management Committee to involve different parties in school management and to enhance learning and teaching efficiency.
Incorporated Management Committee / School Management Committee	Our IMC is composed of 7 members from our sponsoring body, our principal, 2 parent representatives, 2 teacher representatives and 1 independent member.
Learning and Teaching Strategies	The school stresses the use of cooperative learning strategies and eLearning to enhance students' learning abilities and motivation. Students will also take part in STEM project learning and life-wide learning activities to help develop their generic skills. Cross curriculum learning week raises the motivation of learning in school. Teachers

	always carry out diverse activities for students, such as excursions, visits, group discussions, competitions, games etc, to raise the interest of learning in class.
Generic Skills	Our school focuses on the development of generic skills, creative thinking and independent learning skills. Through reading workshops, IT teaching, STEM Project Learning, we provide chances for the students to develop their talents.
Whole School Approach to Catering for Students' Diverse Learning Needs	We adopt small class teaching approach. P5-P6 after school Chinese and Mathematics remedial and enrichment classes help cater for individual learning diversities. We also emphasize on cooperative learning strategies and co-teaching with NETs. Students with special education needs will be supported with different tailor made training.
Curriculum Tailoring and Adaptation	The school based Chinese curriculum and Moral Education curriculum are tailor made for our Non-Chinese Speaking students.
Home School Cooperation	Po Kok Primary School places great importance to build up a harmonic relationship between parents and school. Parents are cordially invited to join our PTA, parent support group, parent volunteer team, etc. Teachers will maintain close contact with parents to help develop our students' potential to the utmost. A monthly newsletter will be distributed to parents to inform them about the latest news at school. A Po Kok Apps has been created to disseminate notifications for the convenience of the parents. Parents will also be given a parent handbook to get them familiarize with the school's curriculum and requirements.
School Development Plan	I. Create a 'Happy to Learn, Ready to Learn' environment II. Cultivate students' positive life values III. Support new teachers and foster a culture of mutual understanding and cooperation
Teacher Professional Training and Development	The school has devised a comprehensive school-based development program 'Geese Program' to cater for the needs of different teachers and help them map their path of professional development on the personal level. The school also emphasizes on promoting professional exchange and deepening mutual understanding among the teaching staff.

School Administration Chart



D. Our Students*Class Formation for 2020-21*

Primary	P.1	P.2	P.3	P.4	P.5	P.6	Total
Class	3	3	4	3	3	3	19
Total number of students	77	73	83	77	73	65	448

E. Our teachers*Professional qualification of teachers*

There are forty three teaching staff in total, including our Principal, 2 Vice-Principals, Senior Teachers, Librarian, two NETs and three contract teachers. There are nineteen staffs supporting the office work, including the clerk, teacher assistants, IT support staff, social workers and janitors.

Number of teachers in approved establishment	38
Number of teachers on top of approved establishment	5
Qualification (% of Teaching Staff)	
Teacher Certificate / Diploma in Education	97%
Bachelor Degree	100%
Special Education Training	42%
Working Experiences (% of Teaching Staff)	
0-4 years	41%
5-9 years	15%
10 years or above	44%
Our teachers' development record	
Principal's total number of hours of professional development	156 hours
No. of hours of professional development per teacher	87 hours (Total:3742 hours)

F. Achievements and Reflection on Major Concerns

Major Concern 1: Create a 'Happy to Learn, Ready to Learn' environment.

Achievements

1. Teachers are able to implement the 'Better Teaching and Learning Scheme 2.0' in lessons.
 - This year the school has experienced a new normal teaching mode, according to the minutes of subject meetings, lesson observation records, whether in online lessons or face-to-face lessons, it could be concluded that more than 85% of the teachers were able to implement the scheme and conduct "TIPS" in lessons. Among TIPS, the teaching performance of "I" and "P" were particularly impressive. Most teachers could make good use of graded preview activities to guide students to learn. Teachers were able to design appropriate interactive teaching materials in order to provide instant feedbacks on students' learning progress and enhance the effectiveness of classroom interaction.
 - Furthermore, according to the results of our school-based teachers' questionnaire and interviews, more than 90% of the teachers agreed that the collaborative lesson preparations and peer lesson observations could help them to understand how to design and utilize self-learning materials and interactive teaching materials, especially new teachers, can share and learn from each other. According to the results of lesson observations, most of the new teachers could gradually improve their teaching strategies and teaching effectiveness as well.
- 2.1 Students develop self-learning skills in stages. (Ready to learn stage) Students participate actively and happily in lessons.
 - Firstly, most teachers were able to design graded preview activities and implement them in lessons to arouse students' motivation in learning. Due to the epidemic, students are required to participate in both face-to-face lectures and online classes. Teachers were still able to optimize the graded preview activities appropriately based on students' learning needs. According to the records of lesson observation and co-planning lesson, more than 85% of teachers could design interesting graded preview activities, leading students to learn actively. From the students' performance, most students could take the initiative to finish. Some students could even link the key points of learning to the next lesson, which enhanced the effectiveness of learning. Therefore, it could be reflected that the preview activities have become a part of the students' self-learning. They participated in classroom activities actively to create a happy learning environment.
 - Secondly, the school has implemented the "ePokok Scheme". According to the lesson observation records and minutes of subject meetings, in order to stimulate students' interest in learning and foster classroom interaction, more than 90% of teachers could design suitable e-learning materials to guide students' learning. Over 85% of the students agreed that they could get instant feedbacks and understand their learning progress in lessons with the use of iPad learning materials or other interactive learning activities. This showed that e-learning has become a part of students' learning. Teachers were able to make good use of e-learning materials to enhance students' interest in learning and promote classroom interaction.
 - Furthermore, the 'Active Learner' system could promote students to learn actively. In view of the epidemic situation, the CD Team did not calculate the performance of students in group activities this year. According to the subjects' minutes and the result of Po Kok Superstar Scheme, over 70% of students achieved the title of "Active Learner" in the Po Kok Superstar Scheme. Compared with the past three years, students' learning performance has gradually improved, especially they have completed the preview activities and actively answering questions in class. This reflected that the interactive teaching materials could motivate students to learn and create an atmosphere of "Happy to

Learn".

2.2 Students develop self-learning skills in stages. (Ready to learn stage) Major subjects develop subject-based self-learning materials to overcome learning difficulties.

- Based on the school-based questionnaire and minutes of subject meetings, over 80% of students agreed that the use of graphic organizers or diagrams could help them to overcome learning difficulties. Based on the year-round academic results, about half of the students could utilize the graphic organizers to ease their learning difficulties. Some students with better abilities could even use self-learning strategies to solve problem, which reflects senior students have gradually mastered the use of graphic organizers to think and solve problems.

Reflection

1. Teachers can utilize the ‘Better Teaching and Learning Scheme 2.0’ in lessons.

- Intended outcome was partly achieved. According to the minutes of subject meetings, lesson observation records and the ESR report, there is still a need to refine “TIPS”, especially on how to utilize “T” and “S” in lessons. Meanwhile, based on the subjects’ minutes and records of lesson observation, some of the new teachers still needed to ensure a stronger connection between different components in a lesson, and design more relevant and interactive tasks. Some of them revealed that they needed more time to understand the subject-specific teaching strategies so as to employ them effectively. Thus, it is still necessary to continuously strengthen the teaching strategies of teachers in the coming year.

2.1 Students develop self-learning skills in stages. (Ready to learn stage) Students participate actively and happily in lessons.

- Graded preview activities were fully achieved. These will be carried out regularly in the coming year, but teachers still need to strengthen teaching strategies, in order to enhance students' self-learning ability.
- Interactive learning activities were fully achieved. These will be incorporated as routine work next year. The “ePokok scheme” will continue to develop students’ interest in learning and foster classroom interaction.
- ‘Active Learner’ system was fully achieved. In line with the new cycle development plan for the coming year, the school will continue to optimize the reward scheme, in order to encourage students to actively engage in classroom activities and improve learning difficulties.

2.2 Students develop self-learning skills in stages. (Ready to learn stage) Major subjects develop subject-based self-learning materials to overcome learning difficulties.

- The intended outcome was fully achieved. These will be incorporated as routine work next year. In response to ESR reports and meeting records of major subjects, in order to further improve teachers’ questioning skills, they could optimize the graphic organizers or diagrams and use different levels of questioning.

Feedbacks and follow-up actions:

1. *To further enhance the overall learning and teaching effectiveness, more trainings on teaching pedagogies could be arranged.*
- In response to the ESR report and the minutes of subject meetings, the school must further strengthen the teaching training for teachers in the coming year. Attention should be given to the design of the learning

activities in lessons, such as teaching pace and the levels of difficulty of the learning tasks. Therefore, the CD Team will optimize the "TIPS" teaching policy, especially the "T" and "S", so as to improve the teachers' teaching effectiveness. Besides, the CD team will also work closely with the Teacher Development Team to formulate a more appropriate teaching training plan to enhance the teaching effectiveness.

2. Deepen students' self-learning strategies and improve their thinking skills.

- In response to the ESR report and the stakeholder questionnaire, students must strengthen their self-learning strategies and improve their thinking skills. More thought-provoking tasks and questions could be provided to stimulate students' thinking and deepen their understanding. More attention needs to be given to catering for learner diversity in class. Hence, the CD team will optimize the design of classroom activities and questioning skills, in order to cater for learning diversity and enhance students' thinking skills. Meanwhile, teachers will continue to utilize different self-learning strategies to improve students' self-learning ability.

Major Concern 2: Cultivate students' positive life values

Achievements

2.1 Students recognize the importance of healthy eating and regular exercising.

Healthy Eating:

- We had successfully awarded the 'EatSmart Accreditation Scheme (ESAS)' which focused on the choices of healthy lunch and healthy snacks. As lunch was not served at school this year, therefore, it was difficult to observe the content of the students' lunch. However, according to the results of school-based questionnaire, more than 95% of students agreed that they have healthy lunch and healthy snacks at home. From the parents' questionnaire, over 95% of the parents agreed that their child is having healthy lunch and snack at home.
- From the record of height and weight index, the percentage of students who were overweight has slightly increased when compared with the year of 2018-2019. It was mainly because all the outdoor facilities were closed and there were not enough suitable areas for the students to do exercise as the school was suspended.
- We had held a parent seminar with the United Christian Nethersole Community Health and a video was recorded and uploaded to our website for our parents to join. Parents could watch the video from 11th January to 29th January via school Intranet. The contents of the video were divided into three main parts: healthy net for snacks, eat to fit and home exercise. According to the click through rate record, 80% of the parents had watched the video and most of the parents appreciated having the video about how to prepare healthy snacks and do home exercise during the school suspension days. According to the questionnaires received from the United Christian Nethersole Community Health, around 50% of parents reported that they showed interests in the counting the carbs for diabetes and the weight management for their children. Besides, more than 80% of parents agreed that the teaching aids that they had learnt were helpful to their understanding in how to control the weight.
- Students have cultivated a habit of having healthy snacks to school during recesses. They had brought fruits as their snacks from the observation of teachers.

As a conclusion, we can conclude that our students and parents had recognized the importance of healthy eating and have developed a healthy lifestyle.

Regular Exercising:

Due to the problem of the overweighed students, we had cooperated with different teams and subjects.

- PE panel had refined the school-based Fitness booklet for all the students to promote the awareness of doing regular exercise.
- Many different sports ECA, such as Rugby, Women's Football, Hockey and Yoga were implemented so as to give the students more opportunities to do sports.
- Different sport activities, such as football, basketball, handball, rope-skipping and rock-climbing, were provided in recesses.

However, in view of the coronavirus disease 2020, face-to-face classes of all schools in Hong Kong have been suspended over a long period of time; all of the mentioned activities could not be done regularly which significantly affected the achievements and the intended outcomes. Yet, teachers had arranged a morning exercise period for all students from Monday to Friday during school suspension days and do exercise together them via Zoom. It helped raise their awareness of doing exercise regularly.

- From the parents' questionnaires, 82% of parents agreed that their children had done enough exercise

weekly. 97% of the students agreed that they have developed healthy living habits when doing exercise.

- The Discipline and Counselling Team had refined the rewarding of ‘Talented Athletes’ at the beginning of the first term to adjust to the suspension of face-to-face classes. The calculation of the ‘Talented Athletes’ had been adjusted and the results from the normal school days and the days at home were counted. According to record of the ‘Talented Athletes’, the results had shown improvement as around 81% of the students achieved the ‘Talented Athlete’ award. According to the teachers’ observations and record of the Fitness Book, most of the students had built up the awareness of doing exercises regularly.

As a conclusion, we can conclude that our students and parents had recognized the importance of regular exercising and have developed a healthy lifestyle.

2.2 Students are aware of the significance of commitment and leadership through serving at school and in the community.

- Our school was awarded as the ‘Caring School’ award in 2020. The award was used to honour the school with students who provided voluntary services internally and externally.
- The Discipline and Counselling Team had launched “Everyone has a duty Scheme”. According to the result of ‘Reputed Volunteer’ reward scheme, around 92% of students had achieved this award. That means those students had performed at least one duty at school and some of them have taken part in one social service in the community. We believed that most students have raised some awareness of the significance of commitment and leadership.
- According to the students’ questionnaire, 99% of students agreed that doing voluntary services at school and in the community can help them aware of the significance of commitment and leadership. Also 97% of the students agreed that the ‘Reputed Volunteer’ award in the ‘Po Kok Super Star’ scheme and the different training programs have helped them in developing my commitment and leadership skills. Besides, different subjects or teams had their own team of ambassadors. Teachers observed and reported that they were willing to serve at school and had carried their duties properly.
- ‘I Appreciate... Board’ had a new design and praised the ambassadors from time to time. The ambassadors who were praised also had to give a feedback and wrote a message of their feeling. Teachers then posted the appreciation paper on the corridor so that all the school mates can share. 95% of the P3- P6 students agreed that the ‘I Appreciate... Board’ was able to raise the awareness among students of the importance of commitment and leadership through serving at school and in the community.
- Our school was awarded the ‘Golden Service Award’ and has achieved the contribution of over 5,000 hours of volunteer service to the community in 2020 which was organized by the Social Welfare Department. Besides, there were 51 students received the award of long-term service, 7 students received bronze in the volunteer service which was organized by the Social Welfare Department. Moreover, school participated actively in the Community Youth Club (CYC). 8 students were awarded “Badge 2 Members (Badges of Level 2)” and 1 student has achieved “The Outstanding Member Award” this year.
- Regular training of the prefect team, BBBS and house leaders were conducted by teachers. From teachers’ observations, the students performed well and fulfilled their job duties properly. As a conclusion, we can conclude that our students are aware of the significance of commitment and leadership through serving at school and in the community.

Reflections

2.1 Students recognize the importance of healthy eating and regular exercising.

- Intended outcome fully achieved. Majority of students had cultivated a habit to have healthy snacks and lunch. Parents had also enhanced their sense of providing healthy food to the students. Students had set suitable targets in doing exercises weekly in their fitness booklets and have achieved the targets accordingly. Generally speaking, this target has been achieved and will be incorporated into routine work.

2.2 Students are aware of the significance of commitment and leadership through serving at school and in the community.

- Intended outcome partly achieved. Students were assigned at least a duty at school so that they could learn through serving at school. 92% of students had achieved the award of ‘Reputed Volunteer’ in the Po Kok Super STAR. Their awareness of the significance of commitment and leadership was raised. However, as all the schools in Hong Kong were suspended for a long period of time, it was difficult to judge the level of achievement this year and we would like our students to participate more actively in volunteer work. After discussion, it was suggested to carry on our work in the next school development plan for better outcomes.

Feedback and follow-up actions:

1. *Students recognize the importance of healthy eating and regular exercising.*

- According to the records of the regular meetings, students’ and parents’ questionnaires, students’ record booklets, small group interviews and student statistics, we can conclude that our students and parents had recognized the importance of healthy eating and have developed a healthy lifestyle.
- We had cancelled healthy snack competition and monthly healthy snack checks this year, we would like to carry on these activities to continue promote healthy eating next year.
- School-based fitness book program would be incorporated as routine work and we will continue to cultivate the students’ habit of regular exercising and consolidate their awareness of the importance of doing sports.
- As all ECAs were cancelled during school suspension, we would like to continue different sports ECAs and sport recess activities next year.

2. *Students are aware of the significance of commitment and leadership through serving at school and in the community.*

- As many of students had no chance to serve in our community this year, we would like to continue to promote sense of commitment and leadership in our next school development plan. Highlights of community service would be filmed and broadcasted in Campus TV to boost students’ sense of achievement next year. Besides, students who have served at school or in the community would complete a self-reflection worksheet afterwards. Therefore, they could express their sense of commitment and hopefully spread the positive ideas among schoolmates.
- The Discipline and Counselling Team and the ECA Team would encourage P.1-P.6 students to participate at least one community service next year. DC Team would continue “Everyone has a duty Scheme” at school.
- School would continue carry out and refine different award schemes and encourage all P.1-P.6 students to serve at school and in the community in the next school development plan.

Major Concern 3: Support new teachers and foster a culture of mutual understanding and cooperation

Achievements

1. New teachers recognize the shared vision and school culture and can adopt the appropriate pedagogies and strategies in response to the major concerns. (Definition of new teacher: 0-5 year experience in our school)

The school has built up a comprehensive school-based induction program for new teachers:

- A mentoring system in which each new teacher is paired up with an experienced teacher.
To further support new teachers' teaching needs, teachers joining from last year should attend the new teacher workshops again with the new teachers joining from this year. Through formal and informal meetings, mentors continued to support them to carry out their duties and handling problems. They had recorded the dates in the Geese Program. According to the results of the teacher questionnaire, 100% of the new teachers (0-5 years experience) agreed that the mentoring program helped them recognize the shared school's vision and school culture. Besides, they agreed that the induction program was effective in enhancing their pedagogies and teaching strategies. According to the results of the teacher interview, they agreed that the mentoring system could effectively help them deal with their difficulties at work. Even during the suspension of classes, mentors continued to support mentees' working needs, such as letting them participate in online lesson observation or co-teaching work, which successfully helped them to adapt to the new normal teaching mode as soon as possible. To summarize, the mentoring system was a comprehensive and effective program that caters to new teachers' needs.
- Administrative arrangements to facilitate frequent interactions among teachers
All new teachers were provided with abundant opportunities to interact with teachers from different subjects and grades. This year, the school renovated the staff room, deliberately arranged for all new teachers to sit with relevant administrative colleagues or experienced teachers according to their subjects or grades, to facilitate timely peer support. Based on observations, new teachers took the initiative to learn and ask for advice from experienced teachers. Meanwhile, the school utilized different methods as well, such as co-planning meetings, learning circles, etc., to allow new teachers to communicate with different teachers so that they could learn from each other and promote teachers' professional growth.
- Both formal and informal sharing programs
For formal sharing, co-planning meetings were conducted regularly. At least 12 co-planning meetings were completed at each level of every major subject. According to the results of the teacher questionnaire, 100% of the new teachers (0-5 years experience) agreed that co-planning meetings have enabled them to understand 'Better Teaching and Learning Scheme 2.0' and 'TIPS'. Based on the online and face-to-face lessons' observations, most new teachers could apply the teaching elements of TIPS in the classroom. Meanwhile, subject panel heads also made good use of subject meetings to invite some new teachers to share TIPS teaching strategies to promote their professional development. Also, the sharing of external workshops in subject meetings has helped new teachers to obtain useful information on different work-related areas.
- For informal sharing, house learning circles and lunch meetings have enabled teachers to have quality communication over professional and casual matters. House learning circles and lunch meetings were held three times throughout this academic year. New teachers reported that they have received adequate sharing which helped them to carry out both teaching and non-teaching duties smoothly. According to the results of the teacher interview, new teachers reflected that these activities not only support their teaching needs but also take care of their physical and mental development. Especially in the working environment of the new normal teaching mode, new teachers were able to share their difficulties with

other teachers, promoting personal professional growth.

- An element of self-reflection

In this academic year, the school self-evaluation team has conducted workshops for the new teachers to learn about PIE at school. Mentees agreed that they were constantly reflecting on the effectiveness of their lessons daily. Co-planning meetings have also helped them to learn about the effectiveness of their teaching and come up with new teaching strategies. Mentees were also engaged in self-reflection once a term. Meanwhile, the vice-principals met the new teachers to review their adaptation to the new teaching mode and personal development as well. According to the results of the teacher interview, new teachers were able to apply what they have learned in PIE to optimize their teaching gradually.

- Skill-enriching programs for new teachers to learn teaching skills that cater to our major concerns

Different workshops were organized to strengthen new teachers' understanding of their roles as teachers in different domains. 27 workshops have been organized by different special teams and subject groups to help new teachers, who have joined the school this year, to understand the work in different domains. According to the results of the teacher questionnaire, the workshops were informative and useful in helping them to enhance their pedagogies and teaching strategies; which could help them to learn more about the school culture. Based on the teachers' report, it could be summarized that the workshops were productive and useful in helping them understand pedagogies required under the major concerns. Based on the lesson observations and the co-planning meetings, most of the new teachers were able to cooperate with the school's policy to perform teaching and non-teaching duties.

2. A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.

In order to foster a culture of mutual understanding and cooperation by boosting teachers' morale and team spirit, the school used the following strategies:

- Use teachers' development days, inter-house competitions, and Secret Angel Program to enhance team spirit (among teachers)

According to the results of the teacher questionnaire, all teachers agreed that teachers' development days, inter-house competitions, and Secret Angel Program could help them to enhance team spirit and promote a harmonious working environment. Although the school was unable to hold inter-house competitions due to the pandemic, teachers made good use of the Secret Angel Program to greet each other. Most teachers have received heart-warming gifts and greeting cards, which effectively increased communication and understanding between teachers and helped to build a harmonious working environment. Therefore, schools could establish a culture of cooperation among teachers through different activities and enhance team spirit. In other words, bonding among our teaching staff was being built up.

- Teachers of different houses produce Campus TV programs and organize celebrating activities of different festivals for students and other teachers e.g. Holi, Dashain, Eid, and Dinagyang Festival (between teachers and students).

In this year, after taking into account the latest development of the epidemic, festival celebrations were different from those in years gone by but remain lively! The school identified some important festivals and organized celebrating activities for Dashain, Diwali, Holi, and Eid. To maintain social distance, all festival celebrations were simply celebrated by the class teachers and the students in the classroom. Teachers distributed cookies and masks to the students while sending blessings. A Campus TV program was produced to introduce the target festival. The Campus TV programs regarding festival celebrations were played during class teacher periods. According to the observation, the relationship between students and teachers had been enhanced as they enjoyed the celebration of their festivals.

According to the results of the teacher questionnaire, 100% of the teachers agreed that celebrating different festivals together boosted their understanding of the cultures of NCS students. The student questionnaire revealed that over 85% of the students enjoyed celebrating their festivals with teachers very much.

Reflections

1. New teachers recognize the shared vision and school culture and are able to adopt the appropriate pedagogies and strategies in response to the major concerns. (Definition of new teacher: 0-5 year experience in our school)
 - The target was partly achieved. According to the results of the teacher questionnaire, over 90% of new teachers agreed that the induction program has effectively fostered personal professional development. More than 90% of new teachers strongly agreed that the induction program has helped them understand the required pedagogies and teaching strategies. These helped them to recognize the shared vision and school culture. However, a few teachers still needed to ensure a stronger connection between different components in a lesson, and design more relevant and interactive tasks. Some of them revealed that they needed more time to understand the subject-specific teaching strategies so as to use them effectively.
2. A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.
 - The target was fully achieved. According to the results of the teacher questionnaire, all teachers agreed that teachers' development days, inter-house competitions, and the Secret Angel Program could help them to enhance team spirit and promote a harmonious working environment. All teachers agreed that through different school activities, a culture of mutual understanding and cooperation among teachers and between teachers and students is successfully established at the school.

Feedback and follow-up actions:

1. *The school should refine the program and continue to assist the new teachers, especially in the area of teaching strategies and areas that are mentioned in the ESR report. (Definition of new teacher: 0-5 year experience in our school)*
 - It will continue to be a major concern in the next SDP. We believed that the program was sufficient and efficient. Although all new teachers agreed that they could recognize the shared vision and school culture and were able to adopt the appropriate pedagogies and strategies in response to the major concerns, since there will be more new teachers joining us next year, it was suggested that the school should refine the program and continue to assist new teachers. In response to the ESR report, attention should be given to the design of the learning activities in lessons, such as teaching pace and the levels of difficulty of the learning tasks. More thought-provoking tasks and questions could be provided to stimulate students' thinking and deepen their learning. More attention needs to be given to cater to learner diversity in the class. Therefore, after discussing with our team members, it was suggested that continuous support and further discussion on the appropriate pedagogies and strategies used in the classroom are needed.
2. *A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.*
 - Inter-house activities and festival celebrations will be incorporated as regular activities in the school calendar. It could be seen that the active role of teachers in organizing the celebration activities has helped them to understand our students' unique cultures. Teachers have had abundant opportunities to

have professional and casual conversations as well. The Secret Angel Program has helped to foster a caring ambience among all teaching and non-teaching staff. It was suggested to carry on the activities to tighten the bonding among teachers and students in the coming year.

3. Responding to new trends in teacher professional development

- The Professional Ladder for Teachers in Hong Kong is established with an aim to promote teachers' professional growth and enhance teachers' professional status. Teachers at different ranks should re-examine their professional development growth in response to the requirement. The school should refine Geese Program to help teachers to achieve their goals.

G. Our Learning and Teaching

Four Main Tasks

Reading to Learn

- Due to the epidemic, in order to continuously cultivate students' reading interest and reading habits, the Library Team optimized various reading activities and reward programs, such as Morning Reading Sessions, Monthly Book Report, Happy Reading, etc. According to the Rainbow Reading Award Scheme's record, over 50% of the students were able to get reading award. It clearly showed that the school has established a good reading atmosphere and gradually cultivated students' good reading habits. However, there is room for improvement in terms of encouraging them to take the initiative to read. Therefore, the Library team will continue to work with other subjects to provide more reading opportunities for students.
- The Library Team has been collaborating closely with other Key Learning Areas to promote 'reading across the curriculum' among students. The school has held a variety of festive activities to enhance our students' knowledge of the Chinese culture and promote a harmonious atmosphere, with the help of learning materials designed by the relevant subjects. According to the subjects' minutes and observations made during the activities, students were able to hone their reading skills through interdisciplinary activities.
- The Chinese and English panels have been consistently implementing a diversified program to enhance our students' reading skills. In order to smooth the transition to P.1 and help non-Chinese speaking students to build up a good foundation in Chinese, this year P.1 Chinese teachers participated in the EDB P.1 Chinese Reading Research Project. According to the results of the post-test, it indicated that the reading ability of P.1 students have improved compared with the pre-test, and the teachers' reading teaching strategies have improved as well. Our Chinese teachers have also joined the EDB School-based Professional Supporting Program, cooperating with the NCS Supporting Department of HKU. The support staff assisted the school in enhancing our P.4 Chinese school-based curriculum, and observed a number of Chinese lessons to give advice to our teachers. Moreover, to cater for students' learning difficulties, the Chinese panel has developed a structural reading-teaching framework and conducted it in Key Stage 1 & II Chinese lessons. Based on the statistics from analyzing the academic results, some of the students were able to utilize reading strategies in comprehension. However, there is still room for improvement in terms of reading skills for some other students.
- PLPRW has provided intensive reading opportunities and writing practices for P.1 to P.3 students. "READING ASSESSMENT KIT" was used to evaluate students' reading levels. Having obtained students' individual reading levels, teachers could then prepare suitable books and classroom activities for learning diversity.

Project Learning

- The General Studies panel has designed the project learning activity booklets for P.2 to P.3 students in order to strengthen students' study skills including data collection and analysis. Students were guided to investigate the topics of study during the learning process. Project Learning would be continued and practised in the next academic year to help students nurture a positive attitude towards learning.
- The interdisciplinary activity for P.4 was conducted to raise students' awareness of healthy living. During the activity, students were able to suggest examples of healthy living habits and find online information about preventing various kinds of diseases. The activity would be held again in the next academic year to promote healthy lifestyles and provide students with diversified learning experiences.

Moral and Civil Education

- Our Moral and Civil Education curriculum is entirely designed by our teachers to cater for non-Chinese

students and was adapted to nurture the seven priority values and attitudes, “perseverance”, “respect for others”, “respect for others”, “Integrity”, “responsibility”, “national identity” and “commitment” as the direction for promoting Moral and Civil Education. In order to raise students’ awareness in these aspects, the school has implemented a school-based curriculum and made use of school-based booklets. Interactive teaching aids, e.g. comics, discussions, games, songs and videos were also used during the lessons. To maximize the learning effect, our school has been actively cooperating with external organizations to provide assemblies and visits for students. In response to the rapid societal changes and the developmental needs of students, contents of Life Education were added to our P.5-P.6 curriculum this year.

- Fifty-three P.4 to P.6 students participated in the Understanding Adolescent Project this year. Although all outdoor activities were suspended this year as the outbreak of COVID-19, students attended different workshops. P.6 UAP students also contributed themselves in doing volunteer work at school. From the students' performance, they engaged in the events and have developed the good interpersonal and communication skills. Their improvement and growth were significant after joining the Understanding Adolescent Project.

The Use of Information Technology

- This year the school has experienced a new normal teaching mode, in which teachers and students have to continuously participate in face-to-face lessons and online lessons. According to the lesson observation records and minutes of subject meetings, in order to stimulate students’ interest in learning and foster classroom interaction, more than 90% of teachers could design suitable e-learning materials to guide students' learning. Over 85% of the students agreed that they could get instant feedbacks and understand their learning progress in lessons with the use of iPad learning materials or other interactive learning activities. At the same time, in order to follow up on the learning progress of students during the suspension period, the school also added Google Classroom this year to let students upload their homework to the platform. Teachers have utilized the platform's functions to give feedback to students and assist students in completing their studies, enhancing their learning effectiveness. This showed that e-learning has become a part of students’ learning. Teachers were able to make good use of e-learning materials to enhance students' interest in learning and promote classroom interaction.
- To further promote the interactive efficiency in the classroom and enhance students' interest in learning, the school continued to develop and optimize the "ePokok Scheme". This year the school continued to make good use of the Chinese e-learning platform to enhance the Chinese learning interest and self-learning ability of P.1-6 students. From observations, students could utilize the e-learning platform and online games to learn Chinese by themselves during the suspension period, which let the teacher know students’ learning progress in real-time and follow up in the next lesson.
- Moreover, the interactive platform “iLesson” has been integrated into the P.1 – P.6 English syllabus. Its contents correspond with the language targets students have learnt in their textbook. From observations, even during the suspension of classes, teachers still made good use of iLesson to arrange students for assessment and continue to follow up on students’ learning effectiveness. During lesson observation, students could enjoy different exciting games that required them to use the language items learnt in lessons, while teachers could also get instant feedback on students’ individual performance and share the information in their classes at the same time. In addition, as seen from lesson observations and subject-based e-learning materials, Mathematics and General Studies teachers have designed a number of e-learning tasks to check students’ understanding of the subject. However, as there are quite a few new teachers in the school, the school will regularly hold seminars to reinforce their e-teaching skills, as well as to cater for their teaching needs.

Effectiveness of teaching and learning

To cater for the learning diversity

School based curriculum

- All subjects have been refining their respective school-based curriculum continuously. For example, the Chinese panel has been developing the P.1-3 iPen Chinese textbooks, to develop students' self-learning skills, as well as to provide a well-rounded support for their parents. Meanwhile, a series of curriculum materials, such as Workbook, My Learning Journey, Penmanship, Dictation and Bank Books were distributed to the students, in order to help them to learn Chinese. In order to stimulate students' Chinese learning interests, the Chinese panel has used AR/VR to teach Chinese poem, to help students understand more about the Chinese culture and knowledge. All of these elements contributed to a comprehensive curriculum, which our students were able to learn Chinese effectively and diversely.
- In English we continued to make use of Task Based Learning to develop students' reading, writing, listening and speaking abilities. "PLPRW" was also used in KS1 to strengthen students' reading and writing proficiency. EEGS booklets were used to reinforce students' reading and writing abilities.
- In order to raise students' learning motivation and cater for learners' diversity, Mathematics made use of "Math Made Easy" to link learning content with interesting themes. General Studies had also designed school-based "My Learning Booklets" to encourage students to follow the current news and self-learning. This led to them having a higher understanding on social issues and the willingness to learn by themselves at home.
- In Moral Education, we have designed a school-based curriculum, which integrated the seven priority values and attitudes with five categories including "Personal", "Family", "School", "Social" and "Community and Nationality". Students had learnt moral values by using series comic stories, and it is hoped that students could broaden their horizons and establish good moral values through discussion and other interactive activities.

Self-learning skills in students

Graded Preview activities, P.3-6 Self-learning worksheets, Bank book, Self-Checklist, Bonus Dictation

- To stimulate students' learning interest, teachers were required to refine the graded preview activities regularly through co-planning lesson, in order to cater for learning diversity. Due to the epidemic, students are required to participate in both face-to-face lessons and online lessons. And Teachers could still appropriately optimize the graded preview activities according to students' learning needs. According to the records of lesson observation and co-planning lesson, more than 85% of teachers could design interesting graded preview activities, leading students to learn actively. Some students could even link the key points of learning to the next lesson, which enhanced the effectiveness of learning. Therefore, it could be reflected that the preview activities have become a part of the students' self-learning. Students participated in online lessons actively, so we were able to cultivate a happy learning environment.
- This year, the school has integrated school-based self-learning strategies into P.3, in hopes to improve the said students' abilities to engage in self-learning. Due to the epidemic, students need to attend both face-to-face lessons and online lessons. Teachers could still appropriately optimize self-learning materials to help students overcome learning difficulties according to their learning needs. Based on the school-based questionnaire, self-learning materials and co-planning lesson, over 80% of students agreed that the use of graphic organizers or diagrams could help them to overcome learning difficulties. Based on the year-round academic results, about half of the students could utilize the graphic organizers to ease their learning difficulties. Some students with better abilities could even use self-learning strategies to solve problem, which reflects senior students have gradually mastered the use of graphic organizers to

think and solve problems. However, in response to ESR reports and meeting records of major subjects, in order to further improve teachers' questioning skills, they could optimize the graphic organizers or diagrams and use different levels of questioning.

- Taking notes has become an important learning habit for P.3-6 students since its implementation a while ago. The students were still capable of taking notes in online lessons during the class suspension. This could reflect that the students have cultivated their self-learning habits gradually.
- The "Traffic Light" scheme has become a part of students' self-learning process. According to the minutes of major subject meetings, most of the students were able to understand the way of using checklists when studying and some of the students could apply their own self-learning skills in the exams. The school will continue to apply the scheme in routine teaching.
- Bonus Dictation was still included in English and Chinese dictation. Judging from observations and students' performance in the first term, students were able to gain high marks in the English bonus dictation, while gradually performing better in the Chinese bonus dictation.

Teaching Policy

- Promote "Happy to learn, Ready to learn" in lessons

In order to intensify the concept of 'Happy to Learn, Ready to Learn', the school has been making use of the self-study period to help students to finish their homework within school hours, to let students continue to engage in self-learning and spend their family time after school.

This year the school has experienced a new normal teaching mode. According to the results of the lesson observations, co-planning records and the minutes of subject meetings, it could be concluded that more than 85% of the teachers were able to implement the scheme and conduct "TIPS" in lessons. Among "TIPS", the teaching performance of "I" and "P" were particularly outstanding. Most teachers could make good use of graded preview activities to guide students to learn. Teachers were able to design appropriate interactive teaching materials in order to provide instant feedbacks on students' learning progress and enhance the effectiveness of classroom interaction. However, based on the subjects' minutes, records of lesson observation and the ESR report, there is still a need for improvement in "T" and "S", as some of the new teachers still needed to ensure a stronger connection between different components in a lesson, and design more relevant and interactive tasks. Attention should be given to the design of the learning activities in lessons, such as teaching pace and the levels of difficulty of the learning tasks. More thought-provoking tasks and questions could be provided to stimulate students' thinking and deepen their learning. More attention needs to be given to catering for learner diversity in class. Therefore, the curriculum team will further optimize the "TIPS" teaching policy in the coming year, especially the "T" and "S", so as to gradually improve the teaching effectiveness of teachers.

- Questioning techniques

Teachers shared their questioning skills in the regular subjects' meeting. From the ESR report, more thought-provoking questions could be provided to stimulate students' thinking and deepen their learning. Therefore, it would be essential for teachers to hone their questioning skills to nurture students' thinking abilities for the future.

- Chinese tiered teaching

In order to cater for the Chinese learning abilities of NCS students, P.1-6 students was separated into different classes in accordance to their understanding in Chinese. Teachers were advised to use different teaching strategies and materials to arouse the NCS students' interest in learning Chinese, by helping them to learn confidently and comfortably. Based on the performance in their assignments, it could be

said that some of the students' was able to nurture their interest and confidence in learning Chinese to a great extent.

To further develop the nine generic skills

- **STEM Activities**

STEM education has been promoted to students of all levels to develop their interest and curiosity towards science and technology. Besides, it is implemented to equip students with problem-solving and computational thinking skills. The hands-on experiences have enabled students to find solutions to daily life problems and explore coding. Students were guided to test and modify their designs. The STEM activities would be refined and provided in the next academic year to facilitate students' acquisition of the essential elements of STEM education.

To enhance students' Chinese listening and speaking abilities

- **Refine "Chinese Enhancement Policy"**

The ESR report pointed out that the school could strengthen peer-to-peer sharing as a language learning strategy to enhance the language learning environment. Therefore, the Chinese panel has collaborated with the Discipline and Counselling team this year by encouraging prefects to use Chinese as a medium of communication when they were on duty. However, the plan could not be continued due to the pandemic. Therefore, we will continue to hold the scheme in the coming year, in hopes to strengthen our students' listening and speaking abilities in the language through intensive training.

Life-Wide Learning

A variety of activities and excursions were held in this year to deepen our students' understanding in the Chinese culture and expand their horizons:

- Our school has organized an activity which was 'Love Nature Day'. There were a lot of different kinds of activities to arouse students' awareness of environmental protection and help them to establish their healthy living habit.
- Our Community Youth Club members have joined a lot of volunteering activities this year such as planting 115 pots of flowers and raising \$3450 in total and designing posters about promoting peace. From these events, students have learnt to show love and care for people in need. As a result, 8 members won Level 2 awards and 1 member won outstanding member award.

Diversified modes of Assessment

Assessment for learning (Formative assessment)

- P.1 to P.4 students included dictation scores in their first term assessment and examination results. Teachers kept track of students' performances in writing, speaking, listening and dictation.
- In General Studies, we further developed our formative assessment program. This was a life skills course (P.1-P.2) accounting for 10% in the first term assessment mark. Teacher also kept track of students' learning progress by lesson observations and homework marking. These could also help teachers modify the design of lessons and identify students' directions of improvement. In the second term, the interdisciplinary activity has been completed, so all students have finished the booklet. This activity can enhance students' problem solving skills and critical thinking skills in different areas.
- Using ePortfolios to reflect students' learning progress
In order to further progress into e-learning, our school implemented the ePortfolio scheme. This allowed

our students and their parents to access into our e-platform and check on their academic progress in accordance to their own needs, thus improving their learning quality. All teachers of major subjects filled in the Student Learning ePortfolio forms in the first term to give a brief evaluation of students' learning performances as well as provide suggestions on how to improve. In the second term, not only have the ePortfolio forms been uploaded, but also students' work in major subjects and Visual Arts have been uploaded to give parents a clear picture of their children's overall performances.

- Quality Assignment Scheme

In order to raise learning effectiveness, teachers were required to include self-assessments, peer assessments and parent assessments in the design of quality assignments. Parents and teachers were able to understand more about students' learning progress and suggest appropriate follow-up actions.

- P.4-P.6 My Learning Plan

This year in P.4 to P.6's Chinese, English and Mathematics, subject teachers continued to attach 'My Learning Plan' in the school-based booklets, were expected to complete individual learning plans with students and suggested ways to improve at the beginning of each term. Judging from observations and students' performances, students were able to acquire the necessary learning skills to help them overcome their learning weaknesses.

- Teaching Policy

Teachers are required to designate learning goals with students when they begin a lesson, and then evaluate whether the learning outcomes have been achieved or not. Some students with higher abilities were able to reflect on their learning progress without assistance from teachers and they would even share a variety of constructive comments with their classmates. This shows that our teaching policies are effective in helping students to develop self-evaluation skills and nurture good self-reflection habits.

- Module Assessment

P.3-6 students have been using the module assessment tool in Chinese and Mathematics again this year. For each assessment, teachers would guide students to do the module assessment and self-evaluation. Students were then tasked to reflect on their own learning progress and set suitable learning goals. These goals would then be evaluated on a regular basis. As reflected in observations and students' learning outcomes, this was a good way to develop students' self-evaluation skills and tackle their learning difficulties.

H. Support for Student Development

Implementation of Integrated Education - Whole School Approach

- Under the leadership of our school principal, the school established a school integration policy which involved the participation of all four domains. Besides, through the coordination of Student Support Team (SST), we had adopted different intervention strategies and activities to create an inclusive environment and successfully mobilize school personnel to support students with special educational needs (SEN).
- For the domain of Management and Organisation, it scheduled regular meetings of SST to discuss and evaluate about the intervention programmes and activities held for students with SEN and gifted students. Besides, it arranged a series of workshops (focus in SEN and NCS) for new teaching staff before the start of the academic year in order to provide them with thorough understanding of our students and concerns. Moreover, workshops for all teaching staff and non-teaching staff were given to all school staff for the understanding of our students and concerns. A ‘Geese programme’ was also introduced to promote teachers’ professional development in the field of supporting students with SEN. One teacher had attended the basic course of the specific educational needs on integrated education and one teacher had attended the thematic course which was focused in the behavioural, emotional and social development needs this year. Besides, SENCO had finished the SENCO course which was arranged by EDB in the year of 2019-2021. A registration of students with SEN was kept and provided for all teaching staff and regular reports were announced during staff meetings in order to let school personnel had the most updated information of the SEN students.
- For Learning and Teaching, different teaching and learning strategies were adopted to cater for the needs of all students. Teachers were suggested to carry out collaborative teaching, co-operative learning and ‘better teaching and learning scheme 2.0’ in class. Different questioning techniques and independent learning ‘Bank Book’ were used to train students’ study skills and habit in order to cater for different learning styles. The Programme of ‘Learning Circle’ was implemented which aimed at providing extra support to the SEN students. The support was provided by subject school teachers which focused on the ‘preview worksheet’, ‘group discussion’ or ‘participation’ in the lessons according to their special needs. Based on the needs of students, Individualized Education Plans were drawn up. Curriculum was adapted according to the ability of students and a variety of assessment methods were employed for students to demonstrate their ability. For Tier-3 students who were studying in P.3, the one to two teaching was provided in the Chinese lessons so as to provide extra support and suit their special needs.
- For Students Support and School Ethos, it organized different peer support programmes like ‘Big-Brother-Big-Sister’ scheme and paired-reading scheme, to facilitate learning, social integration of students and cultivate a caring school culture. With the help of school-based educational psychologist, student ambassadors and peer tutors were trained up to help students with SEN. Although the school suspension lasted for quite a long period of time, the training for the BBBS was continued and conducted by school social worker. The paired-reading scheme was resumed once school resumption because the BBBS were ready for the programme. Moreover, parents were invited to participate in the Individualized Education Planning (IEP) and had a discussion with school subject teachers, educational psychologist and social worker for the progress of the students. Through the activities of the Parent Teacher Association, acceptance of the students with special educational needs by other parents was enhanced. PTA had successfully implemented the ‘Outstanding Po Kok Parents Award Scheme’ to award parents who participated actively in the school activities. According to the evaluation of the year of 2019-2020,

due to the outbreak of COVID-19, most of the activities had been cancelled in the second term. Therefore, we had accumulated the marks in the Award Scheme and combined with the year of 2020-2021. Moreover, according to students' different learning needs, autism training group, dyslexia training group, speech therapy training, arts training, drama training and attentiveness interest were arranged. Students who were low academic achiever had been selected to join the after-school remedial classes. The classes mainly focused in the subjects of Chinese and Mathematics for P.5 and P.6 students. The classes were in a small class teaching mode and focused in the building up the foundation of the subject knowledge and homework guidance. Due to the outbreak of COVID-19, the classes were conducted in an on-line teaching mode under the supervision of school teachers. Most of the students benefitted from the classes and had shown slight improvement in the subjects according to the evaluation from the assessment and examination results. For identifying the SEN of new students, teachers were reminded to observe new students for the signs of learning difficulties and the team member of the third domain processed the early identification and intervention programmes to provide support to the targeted students.

- For the fourth domain Student Performance, it aimed to develop students' potential other than academic performance through participating in a variety of ECA and recommending students to participate in different competitions. It enhanced students' learning motivation and confidence successfully. Students were invited to participate in different performances and competitions so as to build up their confidence and explore their talents in different aspects.

I. Student Performance

Attitudes and affection

- Questionnaire results of the Assessment Program for Affective & Social Outcomes (APASO) showed all the ratings in our school were higher than the norms in Hong Kong. The mean ratings in “good behaviours” was 3.70. This proved that students have already internalized this concept in their life. These measures of this year were effective as DC Team has focused to cultivate students’ good behaviours throughout the year.
- When comparing the average ratings on “respecting for others”, “commitment” and “social power” of last year, the scores were lower. The rating of agreement of P.5 boys on “respecting for others” and “commitment” were relatively low, the rating was 3.27 and 3.28 respectively.

Participation and achievements

- Throughout the year, our students have participated in some public competitions in the community, such as the Speech Festival. 21 students have participated in competition or won awards.
- In academics field, our students have various outstanding achievements. Our students have proudly got 21 awards in this year’s Speech Festival, which included, two individual 1st Runner-up, three individual 2nd Runner-up, 14 Certificates of Merit and 2 Certificates of Proficiency.
- In recognition of our students’ academic results, 4 students have got scholarship in the Harmony Scholarship (2020-2021) and 4 students have got Wan Chai District Best Student Award Scheme 2020-2021. As recognition of students’ participation in community services, students have been awarded Level 1 awards and outstanding member award of Community Youth Club Member Certificate 2020-2021 and the Social Welfare Department Volunteer Service 2020-2021.
- In the sports field, students have also got outstanding achievements. Awards won by students included the A.S. Watson Group Hong Kong Student Sports Award 2020-2021.

J. Evaluation of Comprehensive Student Guidance Service Year Plan

Period	: 09/2020 – 07/2021
Name of School	: Po Kok Primary School
Student Population	: 448
Name of Agency	: Hong Kong Playground Association
Name of Worker	: WU MAN YI Echo

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

Types of Case	Number
a. No. of active cases brought forward from last school year	14
b. No. of new cases opened during the period	7
c. No. of new re-activated cases during the period	0
Total cases (a + b + c)	21
d. No. of cases closed during the period	8
e. No. of cases carried forward to next school year (a + b + c - d)	13

2. Distribution of Cases by Class

Class	Number	Class	Number	Class	Number
P.1	0	P.2	1	P.3	7
P.4	4	P.5	5	P.6	4
Total no. of cases : 21					

3. Sources of referrals

Sources of referrals	Number
School Principal/Vice-Principal	0
Teachers of Discipline and Counselling Team / Teachers	4
Parents / guardian of students	2
School social worker	15
Total:	21

4. Cases nature

Cases natures	Number
Learning Problems (e.g. unmotivated towards learning, inadequate study skills...)	3
Conduct Problems (e.g. act of dishonesty, habitual lateness, disruptive behavior in school...)	4
Family / Environmental Problems (e.g. inadequate /inappropriate parental guidance and supervision, problems in family relationship...)	2
Emotional / Psychological Problems (e.g. mood complaints, self-destructive behavior, anxiety problems...)	5
Health / Physical Problems (e.g. poor health or frequent illness, physical impairment ...)	0
Social / Developmental Problems (e.g. inadequate social skills in relating with others, sex related issues...)	7
Total:	21

5. Case activities (Till 31/08/2021)

Nature	Number
1. Case Interview	237
2. Visit	0
3. Escort	0
4. Phone Contact with Client	10
5. Letter/Referral/Report	0
6. Group/Program Session(s) for Clients	164
7. Intra-school Contact	153
8. Other Collateral Contact	18
9. Case Conference	4
10. Others (Specify): Causal Contact	43
11. Family Contact	227
Total:	856

6. Consultation services (Till 31/08/2021)

(1) No. of consultation cases: 18 cases

(2) Consultation statistics

Source of Consultation	Number
Students	308
Discipline Teacher	25
Other School Staff (e.g. teachers...)	17
Family Members	539
Others (educational psychologist, NGOs...)	18
Total:	907

(II) Personal Growth Education (PGE)

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
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 nurtures in students' seven priority values and attitudes, which are "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity", and "care for others". 	09/2020-06/2021	/	All students	<ul style="list-style-type: none"> The intended outcome was fully achieved. Over 97% of students agreed that they were motivated to learn and participate in lessons initiatively. For the evaluation statistic, please refer to school-based students' questionnaire.

(III) School-based counselling activities

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
1. Po Kok Super STAR Scheme	<ul style="list-style-type: none"> The awarding scheme aimed at encouraging students to have excellent performance in academic, discipline, caring and responsibility, enhancing students' self-appreciation and self-concept and helping students build up healthy life habits in different aspects. Discipline and counselling team invited different subject groups to join in the Po Kok Super Star awarding scheme. Teachers gave stamps to students according to 4 titles, "Smart Pokokese", "Talented Athlete", "Active learner", and "Reputed volunteer". Students need to exchange teachers' face stickers in each title. When students achieve 4 titles, they can become Po Kok Super STAR. 	09/2020-05/2021	/	All students	<ul style="list-style-type: none"> From the result of Po Kok Super STAR Award, 44% of students achieved four titles in Po Kok Super STAR Award and became the Po Kok Super STAR this year. The intended outcome was fully achieved. For the evaluation statistic, please refer to evaluation report of Discipline and Counselling Team.

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
2. Outstanding Students Campaign	<ul style="list-style-type: none"> The activity aimed at encouraging students to do their best in different aspects, having good understanding on vote. Teachers and students vote for the "Outstanding students" by considering on the criteria of morality. It also helped students to be a better person and promote positive attitudes. 	09/2020-05/2021	/	All students	<ul style="list-style-type: none"> The program was suspended because of the development of the epidemic. In order to have a completed evaluation, we would continue the arrangements next year.
3. Inter-class Competition 3.1: Discipline Competition 3.2: Courtesy Competition 3.3: Attentiveness Competition	<ul style="list-style-type: none"> The program aimed at promoting good sense of responsibility, self-discipline and harmony. Teachers scored the classes according to program guidelines. Discipline competition was held from September to October 2020 and Courtesy Competition was held from November to December 2020. Attentiveness competition was held from April to May 2021. 	09/2020-05/2021	3	All students	<ul style="list-style-type: none"> As the school suspension, there were only three class competitions conducted during this school year and the overall champion is 6A. Students had tried to behave well, respect and care for others in class. Each class has showed great enthusiasm and worked hard in getting the prize.

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
4. Understand the Adolescent Project (UAP)	<ul style="list-style-type: none"> • UAP aimed to enhance students' resilience through all-around supports. • P.4 UAP Activities included: 1 orientation, 1 launching, 14 group training sessions (Face to face and online), 2 parents' workshop (online), and 1 parent-teacher sharing and closing ceremony. • P.5 Activities included: 1 reunion, 10 group training sessions (face to face 	09/2020-06/2021	19	18 students	<ul style="list-style-type: none"> • P.4 to P.6 UAP was coordinated by Hong Kong Playground Association. All the expense was provided by Po Kok Primary School. • P.4 UAP has conducted all the indoor activities at school. Because of the development of epidemic, half of the group sessions and two parents' workshop were conducted online. The rest of the outdoor activities will be conducted in P.5. • Students were enthusiastic to join the activities held. According to the results of the students' questionnaires, 100% students agreed they learned how to cooperate well with others and respect to others. Besides, 100% parents agreed that the program was useful for their children. • P.5 UAP has conducted all the indoor activities at school. As of the development of

	<p>and online), 1 golden interview, and 3 parent's workshops (online), 1 parent-teacher sharing and closing ceremony.</p> <ul style="list-style-type: none"> • P.6 UAP Activities included: 1 reunion, 11 group training sessions, 2 voluntary services, 2 day camps and 1 golden interview, 2 parents' workshop (Online), 1 parent-teacher sharing and closing ceremony. 		20	17 students	<p>epidemic, half of the group sessions online. Besides, three parent's workshops which are two for last year and one for this year also conducted online. The rest of the outdoor activities will be conducted in P.6.</p> <ul style="list-style-type: none"> • According to the results of the students' questionnaires, 100% students and parents agreed that "UAP" is useful for their / their child's development. • All P.6 UAP activities and activities included unfinished activities last year have been accomplished during this school year. • According to the results of the students' questionnaires, 100% students and 90% parents agreed that "UAP" is useful for them / their child's development. • For the evaluation statistic, please refer to the evaluation report of UAP P.4 to P.6.
--	--	--	----	-------------	---

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
5. Prefect Training Camp	<ul style="list-style-type: none"> The activity aimed at strengthening the prefects' potential, communication and problem-solving abilities. It also assisted prefects in the implementation of duties. 	10/2020	/	P.4-P.6 Prefects	<ul style="list-style-type: none"> The training camp was suspended because of the development of the epidemic. In order to have a completed evaluation, we would continue the arrangements next year.
6. P.1 Ice-breaking and self-management activity	<ul style="list-style-type: none"> The activity aimed at assisting P.1 students to acquire self-management skills and proper ways to get along well with other people in order to have good adjustment in the school. 	16/09/2020	3	P.1A P.1B P.1C	<ul style="list-style-type: none"> The activity was provided by school social worker. Students could follow the instructions with clear guidance. They knew more about school and classmates. They enjoyed the given tasks very much. Students also learned the personal hygiene to prevent the epidemic. According to the results of evaluation and observations of social worker, over 98% of students could recognize textbooks, subject teachers and the skills of self-care. For the evaluation statistic, please refer to the result of questionnaires of the program.

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
7. Big Brothers Big Sisters Scheme	<ul style="list-style-type: none"> • A systematic training was given to selected senior students by Social Worker. Students had a record book to record the training sessions and service hours. They helped the junior students during recess and lunch. • There were two teams in the scheme. • Team A: 24 senior students helped P1 students during every lunch time. • Team B: 15 senior SEN students accompanied junior SEN students to have recess activities every day in activity room 2. 	09/2020- 05/2021	4	Senior students: P.4-P.6 Junior students: P.1-P.3	<ul style="list-style-type: none"> • There were 4 sessions of Zoom training which provided by school social worker to all BBBS. • As the development of epidemic and half day school policy, duties of Team A was suspended. • Team B maintains a limited duties, each time about 3-4 pairs of students did the paired reading. • Students participated in BBBS online training actively. They learned different skills to become a leader. It is a pity that some of the students could not accomplish their duties refer to the epidemic. • According to the results of evaluation, 98% senior students agreed that the scheme enhanced their communication skills and leadership skills. • For the evaluation statistic, please refer to the result of questionnaires of the program.

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
8. Community Participation 8.1: Volunteer Movement 8.2: “Heart to Heart Scheme” 8.3: Smart volunteer	<ul style="list-style-type: none"> The activity aimed at encouraging students to participate in volunteer services in order to help the people in needs in the society. 	09/2020-06/2021	/	All students	<ul style="list-style-type: none"> School has participated in “Volunteer Movement” and “Heart to Heart Scheme” this year. There were over 5000 volunteer service hours in total. 7 students got VM Bronze Certificate and 51 students got 5 years long service medal. Besides, we got ‘heart to heart school’ certificate and there were more than 200 students got “heart to heart Scheme” award. All planned volunteer services are suspended because of the development of the epidemic. In order to have a completed evaluation, we would continue the arrangements next year.
9. Educational student seminar Life education workshop	<ul style="list-style-type: none"> The seminars would be match up with the curriculums of Moral Education and the major concerns of the year. Seminars aimed at helping students to build up healthy life habits in different aspects and promoting positive life values. 	09/2020-06/2021	/	All students	<ul style="list-style-type: none"> As the development of the epidemic, one seminar which is promoting care and love the animals was conducted this year. In order to have a completed evaluation, we would continue the arrangements next year.

(IV) Programs for specific targets

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Supporting program for SEN students Via Zoom “Fun Learning Group for P.1 to P.6”	<ul style="list-style-type: none"> • It was a regular online supporting program for P.1-P.6 SEN students during school suspension. • It aimed at providing a comprehensive support to students during school suspension. • There were 6 groups for P.1 to P.6 selected students respectively from Monday to Friday. 	09/2020-03/2021	12 14 17 14 11 9	P.1 (5 students) P.2 (9 students) P.3 (10 students) P.4 (9 students) P.5 (11 students) P.6 (10 students)	<ul style="list-style-type: none"> • The supporting program was provided by school social worker. • School social worker applied experimental learning approach to the program in order to motivate student to learn and reflect during online groups. • Students enjoyed the online groups and participated actively. Student’s learning motivation, communication skills and self-confidence were enhanced via the program. 95% of students satisfied in it. For the evaluation statistic, please refer to the result of questionnaires and the recording videos of the groups.
2. Social skills training program 「社交訓練小組」	<ul style="list-style-type: none"> • The groups aimed at enhancing the social skills ability for students who were nominated by their class teachers. 	25/06/2021, 02/07/2021, 09/07/2021	3	P.2 (4 students)	<ul style="list-style-type: none"> • The group training was provided by school social worker. • They learned to follow the rules and instruction through board games. Students’ communication skills were enhanced after the training. They enjoyed to participate in

					<p>group activities.</p> <ul style="list-style-type: none"> • According to the results of evaluation, 100% of students satisfied in it. For the evaluation statistic, please refer to the result of questionnaires of the group.
3. P.1 class management workshop “Yes, I can!”	<ul style="list-style-type: none"> • The trainings aimed at enhancing students’ self-care ability including teaching students about personal hygiene, the school /classroom rules, and self-management . • All participants were nominated by class teachers. 	22/06/2021, 29/06/2021, 06/07/2021, 13/07/2021	4	P.1 (6 students)	<ul style="list-style-type: none"> • The training was provided by school social worker. • Through the group activities, students have a clear understanding of classroom rules and knowledge of personal hygiene. • According to the results of evaluation, 100% of students agreed the group training can enhance their self-management skills and satisfied in it. • For the evaluation statistic, please refer to the result of questionnaires of the group.
4. Self-enhancement training program “Pastel Nagomi Art training group ”	<ul style="list-style-type: none"> • The program aimed at enhancing students’ problem solving skills and emotion control ability. 	02/03/2021, 05/03/2021, 09/03/2021, 12/03/2021, 25/03/2021, 13/04/2021, 14/04/2021, 15/04/2021, 16/04/2021	9	P.4-P.6 (6 students)	<ul style="list-style-type: none"> • The training was provided by school social worker. • Through the art, students learnt to accept themselves and others. Besides, they also could calm their minds and reflect themselves. • Students enjoyed the process of art and they shared

					<p>and learned from each other.</p> <ul style="list-style-type: none"> • According to the results of evaluation, 100% of students agreed that they felt free to express themselves during the group and pastel nagomi art could help them to calm their emotion. • For the evaluation statistic, please refer to the result of questionnaires of the group.
5. “Art For Fun” Program (Fine motor training program) (手工藝小組)	<ul style="list-style-type: none"> • The activity aimed at training students to make good use of little fingers in order to improve their fine motor skills by doing some interesting art work, such as beads-making, frame production...etc. • All participants were nominated by teachers and social worker. 	16/04/2021, 23/04/2021, 30/04/2021, 07/05/2021, 14/05/2021	5	P.4-P.6 (19 students)	<ul style="list-style-type: none"> • The activity was collaborated with Social Welfare Department (SWD). All materials and expenses were provided by SWD. • Students participated in the activity actively. They enjoyed doing art work. Most of them could finish the tasks under clear instructions and close supervision. • According to the results of evaluation and observation, 100% of students finished their products and satisfied in it. For the evaluation statistic, please refer to the result of questionnaires of the group.
6. “DIY Leather Workshop”	<ul style="list-style-type: none"> • The activity aimed at 	08/06/2021, 11/06/2021,	4	P.4-P.6 (7 students)	<ul style="list-style-type: none"> • The training was provided by

	developing students' creativity and encouraging them to express themselves through their products.	15/06/2021, 18/06/2021			<p>school social worker.</p> <ul style="list-style-type: none"> • Students participated in the activity actively. They enjoyed doing Leather work. All students could finish their products. • According to the results of evaluation and observation, 100% of students satisfied in it. For the evaluation statistic, please refer to the result of questionnaires of the group.
7. Multi-intelligence group	<ul style="list-style-type: none"> • There were two groups, one for junior held on Tuesdays and another one for senior held on Fridays during ECA period. It targeted on SEN students. • It aimed at developing students' potential of multiple intelligences. Students learned through different kinds of activities, games and crafts related to eight kinds of intelligence. 	10/2020-05/2021	19	<p>P.1-P.3 (10 students)</p> <p>P.4-P.6 (19 students)</p>	<ul style="list-style-type: none"> • The groups were provided by school social worker. • Students participated actively; they enjoyed the group activities. Students showed their talent of creativity, and progress of communication, interpersonal skills. • For the evaluation statistic, please refer to the result of questionnaire of the school.
8. Health Ambassador Program	<ul style="list-style-type: none"> • It aimed at enhancing students' knowledge about hygiene and first aid. It also encouraged students to build 	01/2021	4	P.4-P.6 (39 students)	<ul style="list-style-type: none"> • The program was collaborated with United Christian Nethersole Community Health Service Medical Centre. • The program

	<p>up a healthy eating habit and exercise regularly.</p> <ul style="list-style-type: none"> • 39 students were selected to join the training program. 				<p>conducted four online sessions for the students.</p> <ul style="list-style-type: none"> • Most of the students finished booklets and got certificated after the online training.
9. Pre S1 Workshop (升中適應工作坊)	<ul style="list-style-type: none"> • The workshop aimed at helping P.6 students to prepare interviews of secondary school. • It also aimed at assisting students to understand more about secondary school system, study style, interpersonal relationship etc. for adapting the secondary school life. 	03/2021-06/2021	10	P.6 students	<ul style="list-style-type: none"> • The workshop was provided by school social worker. • Students have enhanced their interview skills and preparation for the secondary school interviews. Students also showed their interests about secondary school. They had more understandings and preparations to face the challenges in the future. • According to the results of evaluation and observation, 95% of students satisfied in it. For the evaluation statistic, please refer to the result of questionnaires of the group.

(V) Student support activity

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. P.6 Graduation Camp	<ul style="list-style-type: none"> • The activity aimed at enhancing the students' teamwork spirit and the ability of problem solving. It also helped them to 	01/04/2021-03/04/2021	/	P.6	<ul style="list-style-type: none"> • As the development of the epidemic, the program could not be carried out.

	understand more about secondary school.				
2. Supporting SEN students in lessons	<ul style="list-style-type: none"> It aimed at supporting SEN students during their lessons to assist their learning and emotion control. 	09/2020-07/2021	/	SEN Students	<ul style="list-style-type: none"> Social worker supports SEN students in the classroom 4 to 5 lessons a day and part time social worker supports SEN students during lessons time whole day in order to assisting their study and emotion. SEN students could stay calm during the lessons and learnt effectively with supporting of social workers.
3. School resumption supporting program “love myself, love school”	<ul style="list-style-type: none"> It aimed at assisting students to appreciate themselves and set up targets at the beginning of the school year. It also aimed at building up students’ belongings to the school and having a better adaption after a long period of school suspension. 	06/2021	/	P.4-P.6 students	<ul style="list-style-type: none"> School social worker distributed the card of “love myself, love school” to the senior students who resuming school in September. Students participated actively and wrote their targets of new school year, then shared to the classmates and asked them to sign as a witness. Students’ learning motivations and belongings to school were enhanced after the program.

(VI) Activity for Parents and teachers

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Parent seminar	<ul style="list-style-type: none"> It aimed at assisting the parents to support and teach their kids to have better sense of positive life and values, eating healthy and doing exercise regularly. 	26/01/2021-12/02/2021	1	Parents	<ul style="list-style-type: none"> It was collaborated with United Christian Nethersole Community Health Service (UCN) to provide online seminar to all the parents. According to the parents' questionnaires, more than 80% of parents agreed that that their children can build up a positive eating habit and doing regular exercise. For the evaluation statistic, please refer to the result of questionnaires of the seminar.
2. Parents' Day Information Provide	<ul style="list-style-type: none"> The programme aimed at providing different information, including social services, health living and exercises for the parents. The information was very useful for the parents. This would help to enlarge their network in the community. 	/	/	Parents	<ul style="list-style-type: none"> As the development of epidemic, parent's day was cancelled. As an alternative, school social worker distributed service leaflets from non-government organizations to the students and parents as an information of community source.
3. Parent and child Art Fun Group	<ul style="list-style-type: none"> The workshop aimed at providing a family time to parents and children to make the handicraft together and developing their creativity. 	05/2021	/	10 family (20 students and parents)	<ul style="list-style-type: none"> The workshop was cancelled because of the epidemic. In order to have a completed evaluation, we would continue the arrangements next year.

(VII) Administration Work and others

Services / Programmes	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Handle case conference and meeting with NGOs	09/2020-08/2021	/	Parents and staff from NGOs	• Social worker mainly assisted in the case conference and meeting with the trainers of SEN students' training.
2. School meeting	09/2020-08/2021	/	Parents and students	• To attend different school meetings such as IEP meeting, meeting with EP, school guidance team meeting, etc.
3. Assessment and Examination Invigilation for SEN student	10/2020-07/2021	/	SEN students	• Social worker did the invigilation for SEN students.
4. Contact with NGOs	09/2020-08/2021	/	Staff of NGOs	• To keep close contact and relationship with NGOs so as to network suitable and valuable resources to school.
5. School functions	09/2020-08/2021	/	Parents and students	• To help in Zoom school opening ceremony, Buddhist's day celebration etc.
6. Board	09/2020-08/2021	/	Students	• To update the guidance team board regularly.

(VIII) Overall Evaluation on Service Rendered (including casework service, groups/programs, consultation service, service coordination and mobilization of community resource)

1. Casework service

There were 21 cases (including 14 cases brought forward from last year) handled this school year. The main problem natures of cases include lack of social skills (33%), behavioral problems (20%), emotional problems (24%), learning motivation (14%) and family problems (9%). Cases of lack of social skills and behavioral problems mainly are students with special education needs. Cases of emotional problems such as self-harm, emotional outbursts are due to their study stress from highly expectations of themselves or parents. Cases of learning motivation mainly refer to the study adaption after school resumed. Cases of family problems mainly refer to the parent-child communication problem or parenting problem especially during school suspension. For intervention, school social worker worked regularly with the cases to follow up their progress. During the case interviews, school social worker applied multiple approach strategies such as play therapy, expressing of art, social stories, rewarding scheme etc. to assist students in self-expression, emotion control and enhance students' self-confidence, learning skills and values of life. Meanwhile, group activities for the cases, communication and co-operation with parents and teachers and supports from the community are the alternative intervention strategies for students too.

2. Groups and programs

In order to tie in with the school counselling goals and the developmental needs of all students, social worker arranged multi groups and activities for all students in order to enhance students' problem solving skills, communication skills and positive life attitudes etc. Due to the development of epidemic, some

face to face group activities or programs were suspended and replaced by variety of online group activities and programs. Students could reflect themselves, interact and build up relationships with others during the groups and programs. At the same time, students could develop their interest and potential via the activities too.

3. Consultation Services

The main problem natures of consultation include adaption after school resumption, lack of social skills, lack of learning motivation, behavioral problems, emotional problems and family problems. Among the various problems, behavioral problems and adaption after school resumption were the main concerns. So, the cooperation among Discipline and Counselling Team and Students Support Team were very important. In the year, team members cooperated with each other very well.

4. Community service collaboration

Social worker was able to maintain close working relationship with different organization of the community. They helped a lot in providing manpower and financial support to the school. Due to the development of epidemic, some of the cooperation was suspended in this school year. Social worker will continue to cooperate with them in order to search more community resources for students and their parents.

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

1. Due to the development of the epidemic, school social worker needed to formulate different measurements and strategies quickly to respond the needs of students, parents and teachers. For example, school social worker provided comprehensive online group activities, trainings and workshops regularly during school suspension. Besides, there were many consequences of epidemic such as emotion and adaption problem of students from school resumption, parenting problems during school suspension, unemployment of parents, school social worker would assess the needs of students and parents in order to provide related service or apply the community resources for them.
2. Social worker mainly cooperated with Discipline and Counselling Team, Student Support Team and After School Support Team. Entering the nine years of working in the school, school social worker have established good relationship of mutual trust with school personnel and parents, their supports make my work more smoothly and effectively.
3. In conclusion, I am very grateful for the strong support and trust from school principal to my work for many years. I am also very grateful to the closed cooperation and supports from the team leaders of discipline and counseling team and students support team and all the teachers, so that all the group and program could be implemented smoothly, and students' development could continuous progress.

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

1. Theme of Comprehensive Counseling Service of "Foster PoKokese Virtues: Love Po Kok, Love Hong Kong" is to promote positive life values to the students.
2. Assess the needs of students and parents under the epidemic, introduce different resources in cases, groups and activities, and carry out online supports to the students and parents if necessary.

3. Organize community voluntary service for the students and guide students to self-reflect deeply after the service which suggested by the ESP report. Besides, big brothers and big sisters scheme could not serve and promoted to all the students due to the development of epidemic. The scheme could be more systemic and organized and promoted to all the students via campus TV.
4. As the COVID-19 pandemic and other pressures in daily life, we need to pay more attention to emotions and mental health of students, and provide supports to their parents as well.
5. Enhance family support or parent education to students and parents through home-school cooperation.
6. Good partnership with different community organizations could guarantee more valuable resources input to school. In the coming year, close cooperation with other NGOs would be maintained so that programs such as interest groups, training activity etc. could be organized. It helps to develop students' talents, enhance their learning and life experiences.

Prepared by : WU MAN YI, Echo (Name)

School Social Worker (Post)

Contact Tel. No. : 2121-1829

K. Evaluation for Government Funding**1. Evaluation for ‘Capacity Enhancement Grant’**

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Organise the administration files in a proper manner and to create teaching aids for teaching NCS students.	To employ 1 full time teaching assistant to assist in the daily routines and help making teaching aids and do varies translation jobs.	9/2020-8/2021	We have employed 2 full time teaching assistants to help the general clerical work. However, they have mainly focused in helping domain three and therefore, their salary were deducted in their funding.	We have employed 2 full time teaching assistants to help the general clerical work. However, they have mainly focused in helping domain three and therefore, their salary were deducted in their funding.	It was suggested to continue employ 2 full time teaching assistants to assist the administrative work in order to create space for teachers.
Relieving teachers’ workload for curriculum development	To employ 1 full time janitor to assist in the daily routines, for example cleaning and photocopying.	9/2020-8/2021	A sum of \$292,488.78 was used to cover the salary and MPF of 1 full time janitor and 1 part time janitor from 01/09/2020 to 31/08/2021	One full-time janitor and one part time janitor were employed to assist in the daily routines, for example cleaning and photocopying. According to the teachers’ questionnaire, 100% teachers agreed that the janitors had assist in the daily routines and help lessen the workload of the teachers.	It was suggested to continue employing one full-time janitor and one part-time janitor to assist in the daily routines, for example cleaning and photocopying, in order to create space for all teachers.

2. Evaluation for ‘Composite IT Grant’ (including e-Learning Resources Grant)

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Support teachers’ teaching with Information Technology.	To purchase consumables, IT equipment and online services.	9/2020-8/2021	A sum of \$577,787.21 was used to purchase consumables, IT equipment and online services from 01/09/2020-31/08/2021.	IT team has purchased consumables, IT equipment and online platform to enhance school IT facility and online learning.	It was suggested to continue purchase consumables, IT equipment and online platform.

3. Evaluation for ‘Information Technology Staffing Support Grant’

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Support teachers’ teaching with Information Technology.	Employ a TSS to support the IT system and help solve IT problems encountered.	9/2020-8/2021	A sum of \$255,873.48 has used to cover the salary and MPF of 1 TSS from 1/9/2020 to 13/8/2021.	TSS had supported the teachers with the use of IT.	It was suggested to continue employ a TSS to support the teachers with the use of IT.

4. Evaluation for 'New Funding Mode Learning Support Grant' (including Enhanced Speech Therapy Grant)

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To expand the number of teaching assistants and counsellor in order to provide extra support for SEN students.	To employ 1 teacher and 2 full time teaching assistants	9/2020-8/2021	A sum of \$1,010,696.46 was used to cover the salary and MPF of 1 full-time teacher, 1 full-time teacher (combined with PEEGS) and 3 full time teaching assistants from 9/2020-8/2021.	The teaching assistants were helpful at filing work and leading different activities for SEN students.	The teaching assistant should be employed to continue providing support for the students.
To provide different training programmes for SEN students to help them learn effectively in normal school.	Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased.	9/2020-8/2021	A sum of \$342,343.21 will be used to purchase different training services and learning aids. (art training \$43,876, music training \$1,515, attentiveness training \$72,250.34, occupational training \$47,711.29, drama education \$35,051.28, teaching materials \$38,064 speech therapy \$98,000-ESTG, teaching materials \$5,875.3-ESTG	According to different learning needs, different training programmes were arranged for SEN students. Parents and officers from EDB both showed appreciation about school's arrangement.	Different training programmes should be provided continuously for SEN students to cater for their learning difficulties.

5. Evaluation for 'School Based After-School Learning and Support' Programmes (SBG)

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Enrichment Classes and Remedial Classes (P.5-6 Chinese and Mathematics)	To strengthen students' study standard in the subjects of Chi and Maths.	10/2020-7/2021	A sum of \$22,221.16 was used to purchase the tuition fee, the teaching material, etc.	Over 80% of the participants agreed that the classes are useful. They have shown improvement in their language skills and calculation accuracy, etc.	Students have shown different levels of improvement. However, due to the pandemic situation and the suspension of school, the classes were conducted with Zoom online mode that affected the students' participation. The programme would be continued in the next academic year.
Cooking Class (Materials)	To cultivate students' self-confidence and social skill.	10/2020-7/2021	A sum of \$8,723.41 was used.	The cooking class offered a fun environment for students to learn different cultures. Over 80% of the student participants had hands-on cooking experience and improved their self-management.	The programme would be continued in the next academic year.

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

A. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted target students:

Please put a "√" against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students' motivation for learning		√				
b) Students' study skills		√				
c) Students' academic achievement		√				
d) Students' learning experience outside classroom			√			
e) Your overall view on students' learning effectiveness		√				
Personal and Social Development						
f) Students' self-esteem		√				
g) Students' self-management skills	√					
h) Students' social skills		√				
i) Students' interpersonal skills		√				
j) Students' cooperativeness with others		√				
k) Students' attitudes toward schooling	√					
l) Students' outlook on life		√				
m) Your overall view on students' personal and social development		√				
Community Involvement						
n) Students' participation in extracurricular and voluntary activities			√			
o) Students' sense of belonging		√				
p) Students' understanding on the community			√			
q) Your overall view on students' community involvement			√			

B. Problems/difficulties encountered when implementing the project (You may tick more than one box)

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): Classes were conducted with Zoom online mode because of the pandemic situation.

Policies, Resources and Support Measures of Implementing
Whole School Approach to Integrated Education

I. Policy	<p>Our school is committed to developing an inclusive culture through the whole school approach to support students with SEN. The slogan of our school is ‘Po Kok Family Racial Harmony’. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life.</p> <p>School treasures home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN. School has cooperation with PTA by implementing the ‘Outstanding Po Kok Parents Award Scheme’.</p> <p>School had joined the ‘Invitational Education’ (IE). School was awarded ‘Inviting School Award’ and ‘Fidelity Award’. The core educational belief of IE sees all persons as able, valuable and responsible. An inspirational environment is necessary for students to full develop their potentials. Schools advocate students to cultivate trusting, respectful and optimistic school ethos, allowing students to study and lean under an exceptionally compassionate and encouraging environment, and nurture their self-regards and help them realise their potentials and talent to the full. Through the concepts of 5Ps – People, Places, Policies, Programs and Processes, school strive to excel the educational quality and reinforce students’ self-esteem and self-confidence, and all students to have positive personal development and academic advancement. Each student’s potential will be fully realized to facilitate their best.</p>
II. Resources	<p>To facilitate school’s support to students with SEN and ALAs, the following additional resources are provided by the Education Bureau:</p> <ul style="list-style-type: none"> • Learning Support Grant; • Whole School Approach to Integrated Education; • Enhanced Speech Therapy Grant; • Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs.
III. Support measures and allocation of resources	<p>Students with SEN and ALAs are provided with the following support measures:</p> <p>Administrative:</p> <ul style="list-style-type: none"> • An SST headed by the vice principal is established. The team members include the leader of the SST, the EP, class teachers’ representatives of KS1, teachers of Tier-3 students, school social worker and non-class teachers. • One additional teacher is employed in the implementation of the whole school approach to catering for student diversity. • Three teaching assistants are employed in the implementation of the whole school approach to catering for student diversity. • Two SENST are responsible for teaching KS1 especially focus in small class teaching and collaborative teaching for Tier-3 students. • Co-teaching strategies are adopted in the subject of English and General Studies in KS1 and Maths in KS2. • Adapted learning materials, homework strategies or assessment accommodation are provided to students.

- Cooperation with NGOs, such as Hong Kong Playground Association, the United Christian Nethersole Community Health provide extra support for the students.
- All staff workshop is conducted for all the teachers and school staff to foster mutual understanding of the SEN students.

SEN:

- School-based speech therapy service is hired to offer individual or group therapy session to students with SLI according to their needs.
- School-based dyslexia training and autistic training sessions are hired to offer individual or group sessions to students with learning difficulties, ASD or AD/HD according to their needs.
- Occupational therapy is purchased to provide fine motor skill training for KS1 students and part of the EII students.
- School-based drama education, music training, attentiveness training are organized to provide extra support to the SEN students.
- Adapted learning materials, homework strategies or assessment accommodation are provided to students.
- Students of the junior classes are supported by Big-Brothers-Big-Sisters Scheme during recess and morning class teacher period.
- Students with ALAs or EII are enhanced through paired reading programme which is supervised under EP.
- Individualized Educational Plans are implemented for the Tier- 3 students with the cooperation of the EP, specialists, school teachers, the social worker and parents.
- Deploying Teaching assistant to support students with Tier-3 in the classroom to provide in-class support and also in the recess time.
- Students with ALAs are enhanced through the programme of ‘Learning Circle’.

ALA:

- ALAs are provided with the after school remedial lessons, which include P.5-P.6 Chinese and Mathematics enrichment and remedial classes.
- Students are allocated into three groups according to their results in the subject of Chinese.
- Adapted learning materials, homework strategies or assessment accommodation are provided to students.
- Students with ALAs are enhanced through paired reading programme with BBBS which is supervised under EP .
- Students with ALAs are enhanced through the programme of ‘Learning Circle’ by school subject teachers.

Parents:

- Parent education, such as parents’ seminars and a video programme, are organized to equip parents with better understanding of children regarding weight management and the secondary school places allocation system.
- A cooperation with the Parent Teacher Association for the programme of ‘Outstanding Po Kok Parents Award’ is implemented to promote the home-school cooperation.

Teachers:

- EDB Educational Psychology Department is invited to conduct staff development programmes about the 'Prevention of student suicide' to provide support for teachers to have a better understanding of students who may have the problem of mental health.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To support the learning and personal development of NCS students	To employ 2 teachers and 1 full time teaching assistants to assist in organizing activities and support the learning of NCS students.	9/2020-8/2021	A sum of \$1,000,173.21 was used to cover the salary and MPF of 2 teachers and 1 full time teaching assistants from 01/09/2020-31/08/2021.	We had employed 2 teachers to help support the learning and teaching of NCS students.	It was suggested to employ additional manpower for Chinese teaching and we would like to continue employing additional teachers next year.
To develop a tailor-made NCS Chinese curriculum and Chinese inter-disciplinary curriculum to cater for their needs of learning.	To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater for NCS students.	9/2020-8/2021	A sum of \$142,760.40 was used to develop a tailor-made NCS Chinese curriculum, Chinese interdisciplinary curriculum, and buy Chinese teaching materials to support NCS students from 01/09/2020-31/08/2021.	According to the results of the school based students' questionnaire, over 95% of students agreed that they could learn Chinese easily with the help of the book and teaching aids. According to the teachers' observation, their motivation had enhanced.	Tailor-made Chinese curriculum should be provided continuously for NCS students in the coming year.
To stimulate NCS students' interest in Chinese learning.	Buy varies IT equipment and E-learning platform to enhance the interaction in class so as to enhance students' Chinese learning motivation.	9/2020-8/2021	A sum of \$185,515.00 was used to develop a Chinese E-learning Platform and buy IT equipment from 01/09/2020-31/08/2021.	According to the results of the school based students' questionnaire, over 90% of students could learn Chinese effectively through Chinese E-learning Apps. Also, according to the teachers' observation, students' Chinese learning motivation had enhanced.	It was suggested to continue to develop the Chinese E-learning Apps and buy IT equipment for Chinese teaching in the coming year.
To deliver various programs and activities so as to help improve the learning and teaching of NCS students.	Organise different activities for NCS students to support their learning.	9/2020-8/2021	A sum of \$21,080.62 was used to organize traditional Chinese activities. e.g. Chinese New Year & Mid Autumn Festival	According to the results of the school based students' questionnaire, over 90% of students could enhance motivation of Chinese learning.	It was suggested to continue to deliver various program and activities to improve the learning and teaching of NCS students.

7. Evaluation for 'the Use of the Promotion of Reading Grant'

Target	Strategies	Time Scale	Actual expenditure	Achievement	Evaluation
<ul style="list-style-type: none"> • Nurturing a good reading culture in schools. • Enabling students to derive pleasure and enjoyment from reading. • Upgrade students' reading skill and capability to use language. 	<ul style="list-style-type: none"> • To purchase of printed books and e-books. • To hire writers, professional storytellers, etc. to conduct talks. • To hire of service from external service providers to organize student activities related to the promotion of reading. • To pay the application fees for activities and competition related to the promotion of reading. • To subsidize students for their participation in and application for reading related activities or course. 	9/2020-8/2021	A sum of \$19,322.18 was used to purchase printed books.	According to the teachers' observation, most of the students liked to read and borrow books from our school library. Also, they made use the printed books to read, complete the school-based reading scheme, Happy Reading Program.	It was suggested to continue to purchase printed books for refining the library circulation to support the developing of reading across the curriculum.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To provide different training programmes for SEN students to help them learn effectively in normal school.	Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased.	9/2020-8/2021	A sum of \$99,959 had been used to purchase different training services and learning aids. (autism/social skill training \$31,839.5, dyslexia training \$20,054, cultural exchange activities \$5,935.5, teaching materials \$42,130)	Lesson observations had been used to assess the service provider. Besides, progress about students were be evaluated by reports from the service provider.	The programmes should be continued in the next academic year to cater for learning diversities.
To strengthen students' study standard in the subjects of Chi and Maths.	To employ four teachers to give extra lesson for around 10 students in the subjects of Chi and Maths to have consolidation.	9/2020-8/2021	A sum of \$24,165 had been used to purchase service for Chi and Maths remedial classes.	Over 80% of the participants agree that the classes were useful and could enhance their subject knowledge.	The classes would be continued to provide support for the academic low achievers.

9. Evaluation for 'the Use of the Student Activities Support Grant'

I. Financial Overview

A	Allocation in the Current School Year:	\$19,250
B	Expenditure in the Current School Year:	\$18,120
C	Unspent Amount to be Returned to the EDB (A – B):	\$1,130

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$1,553
Full-grant under the School Textbook Assistance Scheme	42	\$13,927
Meeting the school-based financially needy criteria	6	\$2,640 (capped at 25% of the total allocation for the school year)
TOTAL	53	\$18,120 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	ECA	Physical Education	8	\$3,520	✓	✓	✓		

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
2	Love Nature Day	Values Education	47	\$14,600	✓	✓			
				Expenses for Category 1	\$18,120				
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
				Expenses for Category 2	0				
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
				Expenses for Category 3	0				
			Total	55	\$18,120				

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

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

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses [^]	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Visit Wong Nai Chung Road Crescent Garden • Learn about facilities in the park	General Studies	Nov	P.1	77	Class suspension	\$0.00		✓	✓	✓		
2	Visit Tai Tam Country Park • Learn about facilities in the country park • Observe different plants in the park	General Studies	Feb	P.2	72	Event Cancelled	\$0.00		✓	✓	✓		
3	Ocean Park Academy Nature's Interactive Classroom • Learn and observe different body parts of sea animals	General Studies	Mar	P.3	82	Event Cancelled	\$0.00		✓	✓	✓		
4	Visit Health Education Exhibition & Resource Centre • Learn about food safety and food labels	General Studies	Mar / April	P.4	77	Event Cancelled	\$0.00		✓	✓	✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
5	MTR Budding Station Master Programme • Understand the daily operations of MTR	General Studies	Mar / April	P.5	72	Event Cancelled	\$0.00		✓	✓	✓		
6	Visit Hong Kong Observatory • Learn about the observatory's work and foster disaster preparedness	General Studies	May	P.6	65	Event Cancelled	\$0.00		✓	✓	✓		
7	One Person, One Flower Scheme • Learn about how to take care of plants	General Studies	16/11/2020	P.1-6	445	Students loved to take care of plants carefully	\$5,950.71	E7 Appendix:1	✓	✓	✓		
8	Life Education Activity Programme • Recognise the importance of establishing a healthy lifestyle	General Studies	Nov	P.1,2,5	221	Event Cancelled	\$0.00		✓		✓		
9	Shopping in the supermarket • Strengthen students' understanding on the concept of currency exchange	Mathematics	Feb	P.2	72	Event Cancelled	\$0.00		✓	✓	✓		
10	Visit Hong Kong Museum of Art • Appreciate the famous art work	Arts (Visual Arts)	Mar	P.4	77	Event Cancelled	\$0.00		✓		✓		
11	STEM Week / STEM Day • Apply STEM and programming skills	Cross-Disciplinary (STEM)	13/7/2021	P.1-6	445	Students liked the activities and	\$124,833.35	E6, E7, E8 Appendix:2	✓	✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
						learnt about STEM programming skills								
12	Synergy in Science held by Disneyland • Define synergy Demonstrate how the illusion of 3D is created in a theater experience	Science	Jun	P.5-6	30	Event Cancelled	\$0.00		✓	✓				
13	School picnic (Love Nature Day) • Practice self- management ability and love the environment	Values Education	16/11/2021	P.1-6	445	Students learnt how to love the environment.	\$15,482.00	E6, E7, E8 Appendix:3		✓	✓			
14	Uniform groups Overnight Camp • Improve self-confidence and self-management skills	Leadership Training	9-10/1/2021	P.3-6	30	Event Cancelled	\$0.00			✓	✓			
15	P.6 Graduation Camp • Improve self-confidence and self-management skills	Values Education	10-12/6/2021	P.6	65	Event Cancelled	\$0.00			✓	✓			
16	Big Buddha Visit • Know about Big Buddha and the culture of Buddhism	Moral, Civic and National Education	Nov	P.4-6	214	Event Cancelled	\$0.00			✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses [^]	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
17	Musical • Improve self-confidence and self-management skills	Arts (Music)	25/5/2021	P.3-6	23	Students enjoyed the musical performance.	\$270,171.04	E1, E2, E5, E7 Appendix:4		✓	✓			
18	Speech Festival • Improve self-confidence skill	English Language	Nov-Dec	P.3-6	21	Students got very encouraging results.	\$2,178.00	E1 Appendix:5	✓					
19	Music Festival • Improve self-confidence skill	Arts (Music)	Mar	P.1-6	20	Event Cancelled	\$0.00		✓					
20	School Dance Festival • Improve self-confidence skill	Physical Education	Feb	P.1-6	30	Competition Cancelled	\$300.00	E1 Appendix:6	✓		✓			
21	Football Competition • Improve self-confidence skill	Physical Education	Jan	P.1-6	15	Event Cancelled	\$0.00		✓		✓			
22	Handchimes Competition • Improve self-confidence skill	Arts (Music)	May	P.2-6	15	Event Cancelled	\$0.00		✓					
23	Sports Competition • Improve self-confidence skill	Physical Education	Sep - March	P.1-6	50	Event Cancelled	\$0.00	E7 Appendix:7	✓		✓			
24	GAPSK Competition • Improve self-confidence skill	Chinese Language	Feb - March	P.2-3	5	Event Cancelled	\$0.00		✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
25	Race to the Line microbit Competition • Improve self-confidence skill	Cross-Disciplinary (STEM)	May	P.4-6	30	Event Cancelled	\$0.00		✓					
Expenses on Item 1.1							\$418,915.10							

1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
Expenses on Item 1.2							\$0					
Expenses for Category 1							\$418,915.10					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	32 inch Campus TV ECA teaching monitor	Gifted Education	To have Campus TV ECA lessons and learnt how to edit the videos (E7)	\$2,180.00

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
2	Musical instruments	Arts (Music)	To have ECA lessons and learn how to play rainbow bell (E7)	\$2,556.00
Expenses for Category 2				\$4,736.00
Expenses for Categories 1 & 2				\$423,651.10

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

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

Category 3: Number of Student Beneficiaries

Total number of students in the school:	445
Number of student beneficiaries:	445
Percentage of students benefitting from the Grant (%):	100%

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

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	Purchasing printed titles and employing a qualified full-time supply teacher to create space for the core team to develop whole-school STEM Week reading modules and the KS2 RaC Programme for promoting reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”	9/2020-8/2021	A sum of \$350,000 had been used to purchase printed titles (\$16,200) and employ a qualified full-time supply teacher (\$333,800, combining funding from LSG: \$104,680) to create space for the core team to develop teaching and learning materials.	P.1 to P.6 STEM reading modules and KS2 RaC Programme were created by the core team.	As approved by SCOLAR, the P.1 to P.6 STEM reading modules and KS2 RaC Programme would be implemented in the 2021/22 school year.

L. Financial Report

Name of Account	Income	Expenditure
<i>EOEBG</i>		
Admin / Revised Admin Grant	1,039,608.00	995,884.00
Air Conditioning Grant	333,929.00	305,629.00
Basic/Baseline/Per Class	1,027,603.69	813,772.55
Capacity Enhancement Grant	626,111.00	292,488.78
Composite Information Technology Grant	468,746.00	577,787.21
Enhanced Speech Therapy Grant	125,220.00	103,875.30
School Based Management Top Up Grant	50,350.00	13,970.00
Top Up Student Guidance Service Grant	148,296.00	69,288.14
Understanding Adolescent Project Grant	135,001.00	133,039.00
Sub total	3,954,864.69	3,305,733.98
<i>OTHER GRANTS</i>		
Chinese History & Culture Grant	0.00	3,120.05
Community Care Fund Assistance Programme School Lunch	43,200.00	*43,200.00
Committee on Home-School Co-op Proj Grant	25,740.00	**25,740.00
Consultation Service Grant	129,315.00	120,000.00
Enhanced Additional Funding - Support for NCS students	1,500,000.00	1,349,529.23
Grant for Supporting NCS Students with SEN	201,400.00	124,124.00
Information Technology Staffing Support Grant	319,559.00	255,873.48
Learning Support Grant	1,230,200.00	1,249,164.37
Life-Wide Learning Grant	629,375.00	423,651.10
One-Off Special Support Grant	0.00	42,169.19
Promotion Effective English Learning Grant	350,000.00	350,000.00
Promotion of Reading Grant	31,207.00	19,322.18
School Based After-school Learning & Support Programme	52,800.00	30,944.57
School Social Work Service Grant	642,000.00	620,000.00
Sister School Scheme Grant	156,035.00	48,000.00
Student Activities Support Grant	19,250.00	18,120.00
Sub total	5,330,081.00	4,722,958.17
Overall Total	9,284,945.69	8,028,692.15

*Remarks: Expenses paid for lunch : \$38,205.00
 Unused fund will be clawed back by EDB: \$4,995.00
 \$43,200.00

**Remarks: PTA Expenses paid : \$9,840.00
 Unused fund will be clawed back by EDB: \$15,900.00
 \$25,740.00

M. Feedback on Future Planning

This year was the last year of our school development plan. Due to the coronavirus disease, classes of all schools in Hong Kong have been suspended over a long period of time. This incident had greatly affected our teaching schedule in 2019-2020 and 2020-2021. Although online teaching was held during the suspension period, the curriculum and the activities related to the major concerns were greatly affected. After careful thought and discussions with all the teachers last year, our school 3-year development plan had been extended for one more year so as to carry out all the related activities and evaluation as planned.

For Management and Organization, we believed that our school self-evaluation system is running smoothly and evaluations are made in a timely manner. Although classes of all schools in Hong Kong have been suspended from time to time, we have continued our meetings and collaboration online. Zoom meetings were set up for all teams and panels to discuss about the online lessons and the curriculum adaptation and the domain heads had joined the meeting to monitor the work of all teams and panels. However, as there was limited teaching time and a change of teaching mode this year, the new teachers did not have enough classroom teaching experience and it was difficult for them to adopt the appropriate pedagogies and strategies in response to the major concerns. According to the ESR Report, the teachers at school are relatively new and it was suggested to further enhance the overall learning and teaching effectiveness. In order to do the follow up action for the ESR report and to help new teachers in their teaching, more training on teaching pedagogies will be arranged next year. Moreover, according to the result of the SWOT analysis done by all teachers, teachers could be more receptive to the latest trends in educational development and more professional sharing amongst them can be conducted in this respect too. Therefore, 'Promoting teachers' professional growth' will be our major concern next year.

For Learning and Teaching, our school has formulated and continuously refined the Better Teaching and Learning Scheme. Teachers were familiar with the use of 'TIPS' in lesson planning for both face-to-face classes and online lectures. Besides, a range of learning strategies such as pre-lesson preparation and self-checklists were introduced to help students learn happily and actively. However, according to the ESR report and the stakeholder questionnaire, attention should be given to enhance students' thinking and catering for learner diversity in class. Also, it is necessary to further strengthen students' self-learning ability to help them achieve their learning goals. Therefore, the CD Team will aim at magnifying the elements of 'T' and 'S' in our lesson design framework by modifying our Better Teaching and Learning Scheme. We will strive to utilise suitable tools, such as levelled questioning and differentiated learning activity design, to engage students in deeper learning, as well as support diverse learners in lessons. In addition, we will continue to make our best effort to equip students with necessary self-learning skills through encouraging students to make better use of different self-learning strategies.

For Student Support & School Ethos, students had built a habit of healthy eating and recognized its importance. We would continue monitoring the quality of the lunch provided by the lunch company and brought by students as no lunch was provided this year. From the result of "Talented Athlete", the awareness of regular exercising had been raised among students. PE fitness booklets would be incorporated into routine work. Different sports ECAs would be provided continuously for the students to participate next year. This year, students were assigned at least a duty at school through "Everyone has a Duty" scheme so that they had learnt through serving at school. Their awareness of the significance of commitment and leadership was raised. However, as many of students had no chance to serve in our community this year, we would like to continue to promote sense of commitment and leadership in our next school development plan. From the result of APASO, there is still room for improvement in students' attitudes, such as courtesy,

appreciation and respect. After careful discussions, the school concluded that it is important to foster PoKokese virtues in two major aspects, namely 'Love Po Kok, Love Hong Kong'. According to the results of the Stakeholder Survey and APASO, our students have to learn courtesy in order to get along well with others and create a harmonious school ambience. Moreover, because of the epidemic situation in these two years, the school wants to promote the value of appreciating what we have. Therefore, the theme 'Love Po Kok' will be highlighted in the next school development plan. In addition, our school vision is to prepare our students for their responsibilities as good citizens and develop their awareness of their role in the community. Therefore, respecting our country is one of our aims. Therefore, the theme 'Love Hong Kong' will be highlighted in the next school development plan. Last but not least, as carried forward from the last development plan and following the feedback of ESR, students' volunteer work can be further strengthened. Therefore, serving the community will also be highlighted in the theme 'Love Hong Kong'.

For Student Performance, most of the competitions like Inter-school Dance Festival and Music Festival had been cancelled because of the outbreak of COVID 19. However students had participated actively in various competitions, such as Speech Festival and UNSW. The domain will continue to explore our students' talents and help them develop their talents to the utmost by joining various competitions in the coming year.