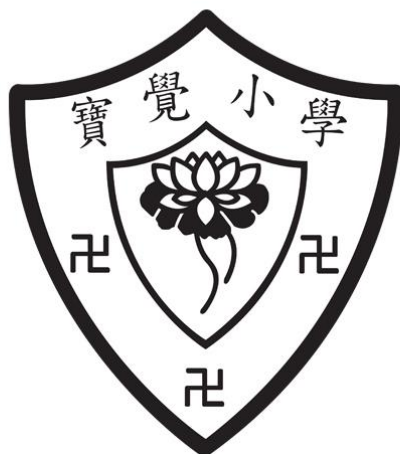


Po Kok Primary School



Annual School Report

2021-2022

Po Kok Primary School

Annual Report

2021-2022

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.13
H. Support for Student Development	P.19
I. Student Performance	P.20
J. Evaluation of Comprehensive Student Guidance Service Year Plan	P.22
K. Evaluation for Government Funding	P.42
L. Financial Report	P.58
M. Feedback on Future Planning	P.59

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 436. 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	Ms Lee Man Yee Anita
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

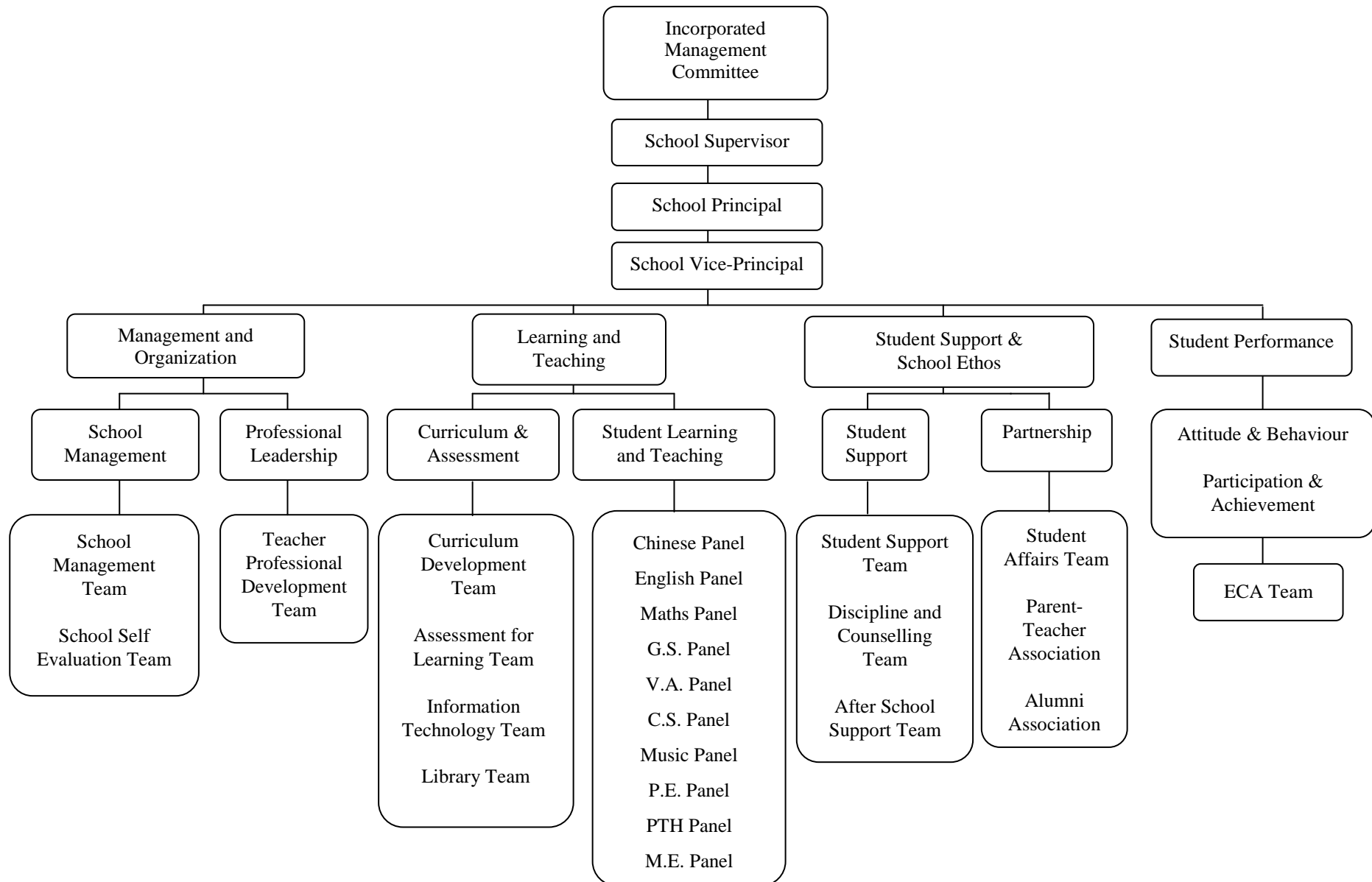
C. Management and Organisation

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. Inspire thinking, Deepen learning II. Foster PoKokese Virtues: Love Po Kok, Love Hong Kong III. Aim high, Dare to try: Promoting teachers' professional growth
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 2021-22*

Primary	P.1	P.2	P.3	P.4	P.5	P.6	Total
Class	3	3	3	4	3	3	19
Total number of students	74	75	70	81	70	66	436

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 staff members 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	392 hours
No. of hours of professional development per teacher	111 hours (Total:4215 hours)

F. Achievements and Reflection on Major Concerns**Major Concern 1: Inspire Thinking, Deepen Learning**

Achievements
<ol style="list-style-type: none"> 1. Implement the refined Better Teaching and Learning Scheme 3.0 to cater for learner diversity <ul style="list-style-type: none"> • The Better Teaching and Learning Scheme 3.0 was implemented throughout the academic year. All subject panels had formulated their subject-based scheme. Based on the results of lesson observations, co-planning records, the minutes of subject meetings and the teacher questionnaire, over 80% of teachers were able to implement the refined Better Teaching and Learning Scheme 3.0 to strengthen the elements of “T” and “S”, among the “TIPS” strategy introduced in the last development plan, to organise lessons. Most teachers could adopt the subject-based teaching strategies and incorporate the elements of self-learning in their lesson design. • Besides, over 80% of teachers agreed that they could apply C³ questions and other teaching strategies to stimulate students’ thinking and deepen their learning. Teachers were able to use differentiated questions to cater for learner diversity and design meaningful lesson activities to enhance learning effectiveness. Particularly, teachers focused on developing students “Comparative Thinking” this year. They could design questions to guide students to make comparisons when learning the subject content. 2. Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings <ul style="list-style-type: none"> • Corresponding to the focus of the Major Concern 3, a range of teachers professional training activities including the Micro Lesson Study Scheme, collaboration meetings and lesson observations were conducted to enhance teaching effectiveness. Based on the results of school-based questionnaire and interview, over 90% of teachers agreed that the teachers’ professional training activities can support their teaching needs and enhance their teaching effectiveness, as well as inspire them to organise learning tasks systematically. The teachers’ professional training activities were conducted smoothly this year and provided opportunities for teachers to share good teaching practice and questioning techniques, and discuss the ways to address the learning difficulties. • Besides, all major subject panels had selected a grade to conduct Micro Lesson Study. It particularly helped new subject teachers to be familiar with the subject-based teaching strategies and lesson organisation. Lesson observations were conducted for both lessons at school and online lessons to enhance learning and teaching effectiveness. 3. Students develop thinking skills and self-learning capabilities in stages <ul style="list-style-type: none"> • To develop students’ thinking skills gradually, “Comparative Questions” were designed and asked more often in lessons to guide students to think. They were encouraged to answer the C³ questions in lessons. In school-based questionnaire, over 85% of students agreed that different levels of questions were asked to stimulate their thinking and deepen their learning. Most students tried to answer C³ questions in lessons and elaborate their ideas with teachers’ guidance and feedback. • Moreover, all subject panels had added C³ questions in the school-based worksheets and materials to inspire students’ thinking. In school-based questionnaire, over 85% of students agreed the questions in the school-based worksheets and materials can inspire their thinking and help them tackle learning difficulties. According to the minutes of subject meetings, teachers reported that over 80% of students tried to answer the C³ questions in the school-based assignments. Students in general were willing to complete these questions to help themselves learn deeply. • In addition, the Po Kok SuperSTAR 3.0 (PAIRS) Award Scheme was also refined to promote C³ thinking. According to the results of the scheme, 95% of students achieved the title of “Inquisitive Learner”. It showed that the scheme could help encourage students to answer C³ questions to a certain extent.
Reflections
<ol style="list-style-type: none"> 1. Implement the refined Better Teaching and Learning Scheme 3.0 to cater for learner diversity <ul style="list-style-type: none"> • The target was partly achieved. In general, most teachers tried to utilise the refined scheme and “C³” questioning strategy to design learning activities. “Comparative Question” was the focus of this year,

therefore, promotion of the use of “Critical Question” is required in the coming year to enhance students’ thinking skills. Based on the teacher questionnaire, teachers should continue to pay more attention to strengthen the elements of “T” and “S” to enhance learning and teaching.

2. Enhance teaching effectiveness through conducting various activities including teachers’ professional training, and collaboration meetings
 - The target was partly achieved. Since we had selected one level to try out the Micro Lesson Study Scheme for each major subject, some of the new teachers did not participate in the scheme. The Micro Lesson Study Scheme will be continued and its scale will be expanded to benefit more new teachers.
3. Students answer questions of different levels which promote thinking
 - The target was partly achieved. Since “Comparative Questions” is the focus of the year, and learning was affected by the pandemic, students could not fully achieve C³ thinking. Subject panels will work together to promote C³ thinking, and encourage students to answer “Critical Questions” and “Creative Questions” in the next academic years.

Feedback and follow-up actions:

1. *Continue to develop the C³ questioning strategy and adopt the MINDS differentiated learning activity design strategy to enhance learning and teaching effectiveness*
 - In order to cultivate students’ higher order thinking in stages, the school will continue to promote C³ questioning and lay emphasis on developing “Critical Thinking” in the coming year. Besides, taking the development of the epidemic into account, the arrangements of group activities were affected. To support differentiated learning, the MINDS strategy should be adopted to promote collaboration and peer learning in the next academic year if the epidemic situation allows.
2. *Guide students to further develop their thinking skills and self-learning capabilities*
 - Subject panels will continue to work together to promote C³ thinking, and encourage students to answer “Critical Questions” in the next academic years. All subject panels will continue to revise the learning and teaching materials to inspire students’ thinking and deepen their learning. To encourage students to further enhance their thinking skills and strive for excellence, the subject panels will also work with the DC Team to adjust the requirements of earning stars in the scheme.

Major Concern 2: Foster PoKokese Virtues: Love Po Kok, Love Hong Kong

Achievements

2.1 Love Po Kok: Courtesy and Appreciation

Our school was awarded as the ‘Caring School’ award in 2021-2022.

Courtesy:

- The Golden Rules banners were posted in the classrooms. Students have to follow “The Golden Rules” listed on the banners throughout the year in all subject lessons in order to strengthen their courtesy routines. According to the result of students’ school-based questionnaire, 99.2% of the students agreed that they could follow “The Golden Rules” listed in class and 98.8% of students agreed that “The Golden Rules” could build up their courtesy. From the teachers’ observation during the lesson observations, students learned they had to raise their hands before speaking or answering questions. They could take their initiative to greet other schoolmates or school staff in the morning or afternoon. Most of the students were awarded two stars each month from subject teachers in the Po Kok Super STAR 3.0 Award (EDX app) if they had followed “The Golden Rules”. In addition, most of the students were awarded two stars if they had stayed along well with their schoolmates monthly. They could achieve the title “Polite Communicator” if they have got 42 stars in this aspect this year. According to the result, 94.7% of students achieved this award. 99.6% of them agreed that this award has encouraged them to be polite and appreciate others more. DC Team has also organised “Interclass Courtesy Competition” and “Monthly Courtesy Star” Award among classes. Over 99% students agreed that these two activities had strengthened their sense to act and talk politely.

Appreciation:

- P.4-6 four major subject teachers had posted students' good work in the classroom on a monthly basis so as to promote appreciation. Besides, classmates were also invited to write appreciation notes. According to the students' questionnaires, more than 90% of students agreed that the 'I Appreciate...Board' could help build up appreciation among classmates. In addition, teachers and ambassadors were assigned to praise the ambassadors monthly for the outstanding services at school on "We appreciate...Board". According to the individual interview, all the ambassadors agreed that the scheme could help build up appreciation. DC Team has carried out "Monthly Service-in-class" Award" to praise the class helpers with the outstanding service in class. 98.8% students agreed this award enhanced their sense of appreciating others.
- Other subject panels have also launched different programs to cultivate students' sense of appreciation. Computer Studies panel held the "Courtesy and Appreciation Typing Competition" and 96.5% of students agreed it has fostered an atmosphere of appreciation and gratitude on campus. English panel assigned P.4-6 students to write the "Monthly Thank-you Notes" in Google Classroom. 97.4% students agreed that it helped them appreciate different people at school. Students wrote the appreciation cards for their schoolmates, teachers, school staff or their parents in Moral Education lessons. Over 90% of students agreed that this scheme strengthened their politeness and understanding on getting along well with others through writing positive messages in the cards. Physical Education panel assigned students to lead the warm up exercises. Other students had to show their gratitude by giving them a round of applause. 99.2% of students agreed this activity brought up their sense of appreciation to others. Visual Arts panel held "Love Po Kok" Logo Design Competition. Chinese panel, English panel, GS panel and Library Team organized P.1 Interdisciplinary Activity to encourage students to show appreciation to school members. Over 85% of students scored at least 7 marks in the interdisciplinary activity booklet. According to the minutes of the Library Team and the reading record, over 60% of the students finished the extended readings. Based on teachers' observation, most students were engaged in the activity actively and they wrote thank you messages to show their appreciation to the school staff.

2.2 Love Hong Kong: Respect and Eagerness to Serve**Respect:**

- The Music and Putonghua Panels have cooperated and introduced the Chinese National Anthem. The Putonghua Panel focused on creating pinyin and pronunciation of the lyrics for students, while the Music Panel introduced the background and instilled appropriate singing attitude of the Anthem to students. According to the result of students' school-based questionnaire, 97.7% of students agreed their understanding and respect to Chinese culture has been enhanced through learning and singing the National Anthem. 99.2 % students agreed learning the National Anthem could raise their awareness of the national anthem and cultivate the sense of respect for China. Visual Arts Panel has held "Love Hong Kong" Poster Design Competition among P.4-6 classes. 99.5% students agreed that it has fostered an atmosphere of respect on campus.
- Chinese Panel, English Panel, GS Panel and Library Team organized a P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong. Over 80% of students scored at least 7 marks in the interdisciplinary activity booklet. According to the minutes of the Library Team and the library book record, over 70% of the students finished the extended reading. Besides, in the students' questionnaire, over 90% of students agreed that the activity helped them recognise the importance of respecting the culture and history of Hong Kong. Also, over 80% of students agreed that the activity enhanced their reading interest.
- Moral Education Panel has reviewed the new curriculum of Values Education. The new contents would be added to our current school-based booklets in order to suit the needs of the new curriculum.

Eagerness to Serve:

- DC Team has continued "Everyone has a duty Scheme" in class level and subject/team level this year. Although the 5th wave of COVID-19 and suspension of face-to-face lesson has started from January to April, total 198 students joined voluntary work and served in the community in order to further strengthen their commitment to Hong Kong. They gave their best efforts and love towards others in the

society. Training sessions were given to those helpers before their service. Debriefing sessions were also conducted after the service. Two stars were awarded in Po Kok Super STAR 3.0 Award after they have served in the community. According to the result of small group interview, 100% of students who took part in the service agreed this program could enhance their commitment. School was awarded the bronze award of “Easy Volunteer” Volunteer Service Award and “Heart to Heart Schools” Award by the Hong Kong Federation of Youth Groups. Moreover, the school has participated actively in Community Youth Club (CYC). All P.5 and P.6 students joined the membership of CYC. One of our students had achieved “The Outstanding Member Award” and Merit Award in the 34th International Peace Poster Contest this year. These evidenced that we had tried our best to serve the community even though the epidemic was serious.

Reflections

2.1 Love Po Kok: Courtesy and Appreciation

Courtesy:

- Intended outcome was partly achieved. The courtesy of students was improved from the daily observation and lesson observations. From the results of APASO, students agreed that they could always greet people and they were polite to others. They also agreed that other students were very friendly. However, face-to-face lessons were suspended this year and there would be the chance of suspension of lessons next year as the situation of epidemic was not stable. The courtesy of students has to be further cultivated and strengthened at school.

Appreciation:

- Intended outcome was partly achieved. The school has provided a lot of chances for students to appreciate people around them. From the results of school-based students’ questionnaire, students agreed all the programs held by subject panels and teams have enhanced their attitude in appreciating others. From the result of APASO, students agreed that they could always point out the positive qualities of others. However, the students’ rating of ‘I am popular with other students’ was lower than the average in Hong Kong.

2.2 Love Hong Kong: Respect and Eagerness to Serve

Respect:

- Intended outcome was partly achieved. From the results of APASO, the overall ratings of respecting for others, social integration and teacher-student relationship were higher than the average ratings of Hong Kong. The students agreed that they got on well with the other students at school. From the results of school-based questionnaire, teachers and students also agreed that the school have helped them to cultivate skills of getting along well with others. Students showed proper attitudes when they participated in the Flag-raising Ceremonies and sang the National Anthem.

Eagerness to Serve:

- Intended outcome was partly achieved. Because of the 5th wave of COVID-19 and suspension of face-to-face lesson from January to April, a lot of volunteer services were cancelled and hence, it was impossible to achieve our targets. However, 100% of students who took part in some of the services agreed this program could enhance their commitment. They gave their best efforts and love towards others in the society and they wanted to become good citizens when they grow up.

Feedback and follow-up actions:

1. Love Po Kok: Courtesy and Appreciation

- “The Golden Rules” would be continued in class in order to strengthen the courtesy of students. The item “courtesy” will be added to the criteria of the lesson observation form. Observers would assess whether students are able to practise courtesy in lessons and whether they have followed the Golden Rules. Students would have to pay attention to their courtesy when walking in the corridors and stairs. Students would be awarded stars each month from teachers in the Po Kok Super STAR 3.0 Award (EDX app) if they could follow “The Golden Rules” and get along well with their schoolmates. However, the requirement of

achieving the title “Polite Communicator” would be tightened. Students would have to collect 70% of the total number of stars in this aspect in order to become Polite communicator. DC Team would continue “Interclass Courtesy Competition” and “Monthly Courtesy Star” Award next year to enhance students’ sense of courtesy.

- “I appreciate ...Board” would be extended to P.3 next year. All P.3-6 four major subject teachers would have to post students’ good work in the classroom on a monthly basis so as to promote appreciation. “We appreciate...Board” could be continued to praise and appreciate ambassadors with outstanding service monthly. Teachers would have to strengthen the peer-evaluation during the lesson observations. Other subject panels and teams would continue and refine the programs next year to cultivate students’ sense of appreciation.

2. Love Hong Kong: Respect and Eagerness to Serve

- Music and Putonghua subject panels would continue to strengthen respect towards China. The Putonghua Panel would create pinyin and pronunciation of the lyrics of National Anthem and the panel of Music would introduce the background and instill appropriate singing attitude of the Anthem to students continuously next year to further enhance the students’ understanding of the National Anthem. Discipline and Counselling Team would cooperate with Moral Education Panel to hold the weekly flag-raising Ceremony. The new content would be added to our current school-based Moral Education booklets in order to suit the needs of the new Value Education curriculum. Chinese Panel, English Panel, GS Panel and Library Team would cooperate and continue the P.4 Interdisciplinary Activity to encourage students to respect the history and cultures of Hong Kong.
- Discipline and Counselling Team would cooperate with Extra Curricular Activity Team to provide chances for students to serve in the community. Training sessions and debriefing sessions would be given to those helpers. Stars would be also given to them in Po Kok Super STAR 3.0 Award.

Major Concern 3: Aim high, Dare to try: Promoting teachers’ professional growth

Achievements
<p>1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers. In line with the focus of the Major Concern 1, implement the Micro Lesson Study Scheme year by year.</p> <ul style="list-style-type: none"> • Micro Lesson Study Scheme is on trial run during the current academic year. Under this scheme, each major subject has carried out MLSS in one of the junior primary level. Summarizing the findings from lesson observations and major subjects’ minutes, over 85% of the new teachers participating in this scheme were able to improve their subject teaching strategies and gradually enhance their teaching effectiveness. During the first term of the current academic year, Chinese and Mathematics carried out MLSS in P.3 and P.2 respectively under this scheme. Subject teachers at each junior primary level identified teaching difficulties and continuously revamped teaching strategies through co-planning and lesson observation. As a result, these measures not only improved new teachers’ teaching strategies, but also enhanced students’ learning efficiency. According to students’ first term examination results, over 60% of P.3 students made significant improvement in reading ability and were able to identify essential elements in a narrative. Besides, over 80% of P.2 students could grasp the knowledge of 3D shapes. • General Studies and English have been carried out MLSS in P.3 and P.2 respectively during the second term. General Studies conducted via Zoom due to the pandemic. Since the General Studies teachers of P.3 participated in School-based Professional Support Programme, they have been led by the EDB support staff in jointly designing comparative questions which guided students in identifying characteristics of Hong Kong flowers. In English, subject teachers have set up teaching strategies together based on students’ learning difficulties. Through co-planning, lesson observation and continuous improvement in teaching materials, they eventually have figured out subject teaching strategies which are effective in increasing the teaching capability of new teachers. According to students’ academic performance in the second term, over 70% of students have grasped learning essentials. This showed that MLSS not only improved teaching strategies of new teachers, but also increased students’ learning efficiency.

- Apart from the above, based on the findings from Micro Lesson Study portfolios, teacher questionnaires and teacher interviews, over 85% of the new teachers participating in this scheme agreed that this scheme was effective in helping them manage teaching strategies, showing them a clear direction in organizing class activities and setting a good foundation for teaching in future. Besides, regular lesson observations and co-planning could motivate new teachers in continuously making reflections on teaching and modifying teaching materials. The scheme is conducive to teachers in achieving maturity in teaching. In addition, new teachers have indicated that this scheme has boosted their confidence in teaching as when they encountered difficulties in teaching, they were offered prompt guidance and assistance. To conclude, MLSS could effectively enhance subject teaching strategies of new teachers, and gradually improve teaching efficiency.
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.
- The school takes GROWTH as the core development elements of Geese Program 4.0 to promote the professional growth of teachers:
- G: For **G**oal-setting in the Geese Program, based on Geese Program 4.0, teacher questionnaires and teacher interviews, over 85% of the teachers set appropriate personal professional development goals in accordance with their teaching needs.
 - ROW: As for **R**evision/**R**eflection, lesson **O**bservation, **W**orking together and trial, according to Micro Lesson Study Scheme, co-planning and major subjects' minutes, over 85% of teachers could make good use of MLSS and co-planning to improve teaching efficiency. Before making lesson observation, teachers could jointly plan lessons, discuss teaching strategies and design teaching materials. Observation findings show that part of the teachers performed well. They could respond to school's teaching policies and design suitable questioning techniques to cater for different students. Besides, part of the new teachers performed even better, whose lesson planning and teaching materials could improve students' thinking and satisfy learning diversity.
 - T: With respect to **T**raining program, according to personal continuing professional development records of the Geese Program 4.0, over 85% of the teachers fulfilled the requirements of the teacher professional development ladder and participated in a related core training course for at least 15 hours. Most of the teachers enrolled in related workshops based on their development goals. This helped increase teachers' professional teaching capability.
 - H: For **H**ighlight and sharing, summarizing the findings from lesson co-planning, major subjects' minutes, teacher questionnaires and teacher interviews, it can be seen that over 90% of the teachers agreed that through regular co-planning, curriculum study sharing sessions and meetings, teachers could communicate and exchange their experience, thus promoting professional growth. During this academic year, the school has conducted no less than 12 co-planning meetings, 6 curriculum study sharing sessions and 2 Learning Circles. In the meantime, the school has also held 2 review activities under the Mentorship Program, which helped mentors and mentees continuously reflect on their work performance so as to improve work efficiency. Summarizing teacher questionnaires, all teachers acknowledged that the various platforms could enable them to mutually share their teaching achievements, to acquire teaching strategies, and to solve teaching difficulties, thereby improving teaching quality.
 - In conclusion, Growth as the core of the Geese Program 4.0 showed teachers a clear direction for professional development. It allowed them to reflect on an ongoing basis and enhance teaching effectiveness.

Reflections

1. Implement the Micro Lesson Study Scheme to improve the teaching effectiveness of new teachers.
 - The target was partly achieved. Since not many of the new teachers have joined the scheme this academic year and some of the lessons have been conducted via Zoom in the second term due to the pandemic, the contribution of the scheme could not be fully reflected although there is still room for improvement in the new teachers' overall teaching performance.
2. Optimize Geese Program 4.0 to promote the professional growth of teachers.
 - The target was partly achieved. To further assess how Geese Program 4.0 has helped teachers' professional growth, the school allows room to revise assessment criteria, for example, amending

Appraisal System and optimizing the direction for continuing education so as to fully appraise teachers' professional growth.

Feedback and follow-up actions:

1. *The school should implement the Micro Lesson Study Scheme to another level in order to improve the teaching effectiveness of new teachers.*

- Since there was still quite a large number of new teachers in the coming year, the school will optimize MLSS and implement the scheme in other primary levels so that more new teachers could take part in the scheme to enhance subject teaching strategies and gradually improve teaching effectiveness.

2. *Optimize evaluation mechanism to fully assess teachers' professional growth*

- To better gauge teachers' professional teaching growth, the school will, in the coming year, revamp Appraisal System and adjust the direction for continuing education so that teachers can have a clearer picture for setting personal development goals, thus facilitating their personal professional growth.

G. Our Learning and Teaching

Four Main Tasks

Reading to Learn

- To create an atmosphere for reading, the Library Team has made continuous effort in conducting a diversified range of activities to encourage and support reading, including Morning Reading Sessions, Reading Sharing, Happy Reading Programme, Book Report Competitions, etc. Based on the results of the Rainbow Reading Award Scheme, over 50% of the students achieved the award in the scheme. Besides, 38 students have obtained the higher level of reading award in the scheme, though being affected by the epidemic situation. The school has adopted different means to cultivate students' reading interest and reading habits. Promoting extensive reading is still the scope of improvement. The Library Team would continue to work collaboratively with other subjects to promote reading through different activities and the use of a variety of reading materials.
- The Library Team has had close communication and cooperation with other subject departments to implement Reading across the curriculum. The school has organised various festival celebration activities to enhance NCS students' understanding of Chinese and promote racial harmony. During the activities, students were guided to read the learning materials and complete tasks designed by relevant subjects. According to the subjects' minutes and observations conducted, the interdisciplinary activities could help students acquire reading strategies and develop their positive values. Besides, collaborating with the Chinese and English panels, morning reading sharing sessions were conducted. Senior student ambassadors were trained to read Chinese and English books to their schoolmates in different classes. According to the subject minutes and observations, the programme helped enhance students reading interest and skills.
- The Chinese Panel has implemented numerous activities to develop students' reading skills and strategies. In order to enhance students' reading confidence and help them attain a smooth transition to the primary school life, the picture book teaching programme was conducted in P.1 and P.2. According to the subject minutes and teachers' observations, the programme could arouse students' interest in reading and help cultivate their moral values, as well as understand the relevant language features of the books.
- PLPRW and the "Reading Assessment Kit" were planned to be used to provide KS1 students with intensive reading opportunities and evaluate their reading levels. However, due to prolonged epidemic situation, they were put on hold this year to release more time for teaching. To facilitate language learning during face-to-face class suspension, students were encouraged to watch the videos on phonics and high frequency of words on Google Classroom for self-learning. In order to further enhance students' reading and comprehension skills, the English Panel would prepare more suitable books and

activities to cater for different reading needs. Besides, the English Panel would provide more guided reading sessions in the coming year if the pandemic situation improves.

Project Learning

- To promote diversified learning experiences and facilitate the development of generic skills among students, the General Studies Panel has coordinated subjects has revised the design of project learning activities for P.2 and P.3. Students were guided to investigate the topics of study and apply knowledge and skills across different key learning areas in the process. They were also required to collect and analyse data during their investigation. This year, the P.3 project learning activity was designed for STEM education. From the records of lesson observations, the activity enabled students to engage in scientific investigations and data analysis for designing and making their own thermal bag. The General Studies Panel would continue to modify the design of the project learning activities in the next academic year to help students develop better study skills and positive attitudes towards learning.
- The interdisciplinary activities for P.1 and P.4 were conducted to nurture students' positive values of "appreciation" and "respect". During the activities, students were guided to conduct interviews and online research to collect information related to the school members and the landmarks in Hong Kong. Subject teachers guided students to complete activity booklets during lessons. The activities will be continued in the next year to nurture positive values among students with diversified learning experiences.

Moral and Civil Education

- The Moral and Civil Education school-based curriculum was designed to cater for our 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. Moral Education learning and teaching booklets were designed for all grades. A range of interactive aids such as comics, discussions, games, songs and videos were used and designed according to the daily life situations encountered by students. To enrich students' learning, our school has been actively cooperating with external organizations to provide assemblies and visits for students.
- National Security Education was embedded in different key learning areas. Related subject panels worked jointly to identify the learning elements of national security education based on students' levels and the curricula. Apart from classroom teaching, other learning activities including regular flag-raising Ceremonies, national security education activity days and competitions were held to strengthen students' understanding of Chinese culture as well as enhance their awareness of national security.
- Forty-four P.4 to P.6 students participated in the Understanding Adolescent Project this year. Students attended different workshops throughout the year. According to teachers' observations, they had good participation in the project and had made progress in improving their interpersonal and communication skills.

The Use of Information Technology

- The school has adopted the use of information technology tools to facilitate learning and teaching under the new normal. In view of the unstable pandemic situation, teachers and students had to switch between face-to-face lessons and online lessons. Real-time online lessons were provided in times of face-to-face class suspension. Both teachers and students were more and more familiar with the use of online conferencing platform to conduct lessons, as well as giving and collecting online assignments on Google Classroom. Teachers had made use of the platforms to check students' understanding and take follow-up measures to help students tackle learning difficulties. Different iPad learning activities or other

interactive learning materials were used to allow teachers to provide instant feedbacks to students' learning progress in class. Moreover, to extend learning, self-learning materials were uploaded via Google Classroom to enrich students' knowledge on different subjects.

- The “ePokok Scheme” was implemented to enhance learning and teaching effectiveness. Based on the students' questionnaire, over 90% of the students agreed that they have participated actively and happily in lessons with the use of e-learning tools and interactive learning activities. The school has continued to promote the use of the Chinese e-learning platform to motivate students to learn and enhance their self-learning ability. From observations, students enjoyed using the platform and playing the interactive games to learn Chinese. The platform enabled teachers to understand students' learning progress, and provide guidance to follow up the learning difficulties in the next lesson. Besides, the interactive platform “iLesson” has been integrated into the English syllabus. Teachers were able to provide opportunities for students' interaction and provide prompt feedback to students with the use of the platform. From the records of lesson observations, students were engaged in the learning activities and games arranged on “iLesson” to use the language items learnt in class. In addition, the Mathematics and General Studies Panels reported that teachers have utilised various e-learning tasks and resources to assist teaching and learning. It allowed teachers to assess students' learning performance and provide feedback accordingly. The school would continue to organise IT workshops and seminars to support teachers' needs in using e-learning tools in teaching.

Effectiveness of teaching and learning

To cater for the learning diversity

School based curriculum

- All subject panels have been working continuously to refine their school-based curriculum. The Chinese Panel has revised the school-based curriculum to cater for students' needs. 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. Besides, the use of iPen, with recordings of the content of the Chinese textbooks, has encouraged our P.1-3 students to conduct self-learning and provide support to their parents. AR/VR technologies have been adopted to assist the teaching of Chinese poems to enable students to understand the setting and atmosphere of the poems. The approach provided students with a diversified learning experience and helped them develop an interest towards learning about Chinese culture and knowledge.
- The English Panel has continued to adopt the Task Based Learning Approach to develop students' reading, writing, listening and speaking abilities. EEGS booklets were used to reinforce students' reading and writing abilities. Due to the ongoing suspension of face-to-face classes and the lack of teaching time after class resumption, the number of EEGS readers taught was reduced in both terms. From the minutes of subject meetings, students' work and observations, the EEGS readers have helped enhance students' reading and writing skills. The teaching of EEGS readers should be continued in the coming year.
- To better cater for learners' diversity and to enhance learning progression, the Mathematics Panel has made use of “Math Made Easy” to consolidate students' mathematical concepts and skills. The General Studies Panel designed the school-based “My Learning Booklets” to link learning to students' daily life. It has also enabled students to acquire a better understanding of social issues.
- In our school-based Moral Education curriculum, a set of booklets and learning resources have been designed and revised to integrate the seven priority values and attitudes with five categories including “Personal”, “Family”, “School”, “Social” and “Community and Nationality”. Comics story reading, role-plays, discussions and other interactive activities were greatly used to foster students' positive values and attitudes.

Self-learning skills in students

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

- The graded preview activities were modified regularly through co-planning lessons, in order to cater for learning diversity. Learning tasks set with different requirements and questions of different levels of difficulty were included in the preview activities. 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. Most students were willing to complete the preview activities to prepare for learning in advance.
- The use of graphic organisers was introduced in P.3-6 lessons of major subjects, in the hope of improving students' abilities to engage in self-learning and developing their thinking skills. Teachers have designed related 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. Teachers will continue to optimize the use of graphic organizers or diagrams to encourage students to conduct self-learning and overcome their learning difficulties.
- The major subject panels have sustained efforts in helping students develop note-taking skills. Taking note has gradually become an important learning habit for P.3-6 students. Students have made good use of their Bank Book to jot down the vocabulary or some important concepts they learnt in class. The relevant subject panels would continue to encourage note-taking and develop students' self-learning habits gradually.
- The "Traffic Light" scheme implemented by the major subjects could help students develop the habit of self-checking. According to the minutes of major subject meetings, most students were able to make use of the checklists in lesson activities and assignments. Besides, some of the students could apply their own self-learning skills in the exams. The school would continue to apply the scheme in teaching.
- Bonus Dictation was included in English and Chinese dictations to promote autonomy in language learning. According to observations and students' performance, students were willing to try in the bonus dictation and students with higher ability had better performance in general. Chinese and English teachers will continue to use it as a means of encouraging self-learning.

Teaching Policy

- Inspire Thinking and Deepen Learning

In an effort to promote different levels of thinking and deepen learning, the school has refined the "TIPS" teaching policy to enhance teaching effectiveness. According to the records of lesson observations, co-planning records and the minutes of subject meetings, most teachers effectively implemented the policy to organise and deliver their lessons. Based on the ESR report and internal evaluation, particularly, more attention has been put on "T" and "S" this year. For teaching strategies, teachers of all subjects were able to design questions of different levels and design graded learning activities to cater for students' diverse needs. A variety of strategies such as the traffic light self-checklist and graphic organisers were used to guide students to think and develop better self-learning capabilities. Besides, interactions among students and teachers were designed in lessons. For example, interactive teaching materials and e-learning tools were used to engage students in learning. Moreover, teachers could make use of the preview tasks to prepare students for learning. They have connected students' discoveries in the preview activities to the subject content. Effective use of preview activities was observed in lessons. Certain progress has been made to inspire students' thinking and deepen their learning. However, there is still room for improvement in elevating the elements of "T" and "S" in teaching, to further develop differentiated pedagogies to cater for students' needs, and equip students

with self-learning strategies. The school would continue to optimize the "TIPS" teaching policy in the coming year, especially the "T" and "S", so as to enhance learning and teaching effectiveness.

- Questioning techniques

Based on the ESR report, more thought-provoking questions should be provided to stimulate students' thinking and deepen their learning. The Curriculum Development Team has formulated the school-based "C³ questioning" strategy to encourage teachers to ask questions of different levels to cater to students' needs. The strategy aims to develop students' comparative thinking, critical thinking and creative thinking. "Comparative Questions" was the focus of the year. Teachers were invited to share their questioning skills in the regular collaboration meetings and subjects' meetings. According to the lesson observation records, subject minutes and teachers' questionnaire, teachers were able to design questions of different levels to stimulate students' thinking and deepen their learning. Based on the results of the school-based questionnaire, over 80% of students agreed that teachers' questions could stimulate their thinking and deepen their understanding. The Curriculum Development Team would work collaboratively with all subject panels to assist teachers to design "Critical Questions" in the next year to further enhance learning and teaching effectiveness.

- Chinese tiered teaching

In order to cater for the Chinese learning abilities of NCS students, P.1-6 students were placed into different classes according to their Chinese language ability. Teachers have adopted 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

The school has been making substantial effort to promote STEM education for all. STEM activities were designed for all grades to develop students' interest and curiosity towards science and technology. It also aimed to equip students with problem-solving and computational thinking skills. The hands-on experiences in the activity enabled students to find solutions to daily life problems and explore coding. Students were guided to test and modify their designs. This year, P.3 General Studies teachers joined the School-based Support Services organised by the EDB, aiming at enhancing student learning in STEM. Teachers guided students to apply the design cycle to design and make their thermal bag in the modified activity. The STEM activities would be further refined 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"

In response to the ESR report, the school should continue to 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 duties. However, the plan could not be fully implemented due to the pandemic and face-to-face class suspension. The panel would continue the scheme in the coming year, in order to strengthen our students' listening and speaking abilities in the Chinese language through intensive training.

Life-Wide Learning

A variety of activities and excursions were held in this year to deepen our students' understanding about Hong Kong and expand their horizons:

- Our school has organized different excursions for students of different grades. 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. Students have explored many different places in Hong Kong during the excursions.
- Our Community Youth Club members have joined many volunteering activities this year such as planting 182 pots of flowers and raising \$5460 in total. In addition, 50 members raised \$8438.90 in a cleaning activity for the Community Chest. Furthermore, 21 members participated in a poster contest about peace and one of the participants won the Merit Award. From these events, students have learnt to show love and care for people in need. As a result, 18 members won Level 2 Award and 1 member won the Outstanding Member Award.

Diversified modes of Assessment

Assessment for learning (Formative assessment)

- P.1 to P.6 Chinese and English dictations, listening and speaking have been changed to be assessed continuously. Therefore, teachers have kept track of students' performances in writing, speaking, listening and dictations.
- The General Studies has further developed the formative assessment program. There was a life skills course (P.1-P.2) accounting for 10% of the first term assessment mark. In addition, the STEM project (P.1-P.4) accounted for 10% of the second term assessment mark. These could also help teachers modify the design of lessons and identify students' directions of improvement. Teachers also kept track of students' learning progress by lesson observations and marking homework. In the second term, the interdisciplinary activities were completed, so all students have finished the booklet. These activities could 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 our e-platform and download the 'Edx' app to check their academic progress, thus to facilitate the communication between parents and teachers in aims to help improve their child's learning. All teachers of major subjects filled in the Student Learning ePortfolio forms and uploaded students' work in both terms to give a brief evaluation of students' learning performances as well as provide suggestions on how to improve.
- 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 better understand students' learning progress and suggest appropriate follow-up actions.
- P.4-P.6 My Learning Plan
At the beginning of each term, P.4 to P.6's Chinese, English and Mathematics subject teachers have attached 'My Learning Plan' in the school-based booklets, completed individual learning plans with students and suggested ways to improve. 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 were required to set learning goals with students when beginning a lesson and then conduct evaluation to see if the learning outcomes have been achieved. 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 showed 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).
- The domain of Management and Organisation has 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 has 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. The 'Geese Program' was also introduced to promote teachers' professional development in the field of supporting students with SEN. One teacher has attended the basic course of the specific educational needs on integrated education and one teacher has attended the thematic course which was focused in the behavioural, emotional and social development needs this year. Besides, the SENCO has finished the SENCO course which was arranged by EDB in the year of 2020-2022. 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 3.0' 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 to provide 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, pull-out teaching was provided in the Chinese lessons so as to provide extra support and suit their special needs.

- The domain of Students Support and School Ethos has 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 classes resumed because the BBBS were ready for the programme. Moreover, parents were invited to participate in the Individualized Education Planning (IEP) and had 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 has 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 2020-2021, due to the outbreak of COVID-19, most of the activities had been cancelled. Therefore, we would carry forward the marks of the Award Scheme to the year of 2022-2023 for P.1-P.5 parents. Moreover, according to students’ different learning needs, autism training group, dyslexia training group, speech therapy training, arts training, 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.
- The domain of Student Performance aimed at developing students’ potential other than academic performance through participating in a variety of ECAs 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 rating in “good behaviours” was above 3.60. 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” was 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. 47 students have participated in competitions or won awards.
- In the academics field, our students have various outstanding achievements. Our students have proudly got 46 awards in this year's Speech Festival, which included, two Solo 2nd Runner-up, 39 Certificates of Merit and 5 Certificates of Proficiency.
- In recognition of our students' academic results, 4 students have received the Harmony Scholarship (2021-2022) and 4 students have got Wan Chai District Best Student Award (2021-2022). As recognition of students' participation in community services, students have been awarded the Outstanding Member Award of Community Youth Club.
- 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 2021-2022.

J. Evaluation of Comprehensive Student Guidance Service Year Plan

Period : 09/2021 – 08/2022
 Name of School : Po Kok Primary School
 Student Population : 421
 Name of Agency : Hong Kong Playground Association
 Name of Worker : XU XIAOFAN Iris

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

Types of Case	Number
a. No. of active cases brought forward from last school year	13
b. No. of new cases opened during the period	9
c. No. of new re-activated cases during the period	0
Total cases (a + b + c)	22
d. No. of cases closed during the period	6
e. No. of cases carried forward to next school year (a + b + c - d)	16

2. Distribution of Cases by Class

Class	Number	Class	Number	Class	Number
P.1	3	P.2	0	P.3	1
P.4	9	P.5	4	P.6	5
Total no. of cases : 22					

3. Sources of referrals

Sources of referrals	Number
School Principal/Vice-Principal	0
Teachers of Discipline and Counselling Team / Teachers	12
Parents / guardian of students	3
School social worker	7
Total:	22

4. Cases nature

Cases natures	Number
Learning Problems (e.g. unmotivated towards learning, inadequate study skills...)	1
Conduct Problems (e.g. act of dishonesty, habitual lateness, disruptive behavior in school...)	5
Family / Environmental Problems (e.g. inadequate /inappropriate parental guidance and supervision, problems in family relationship...)	3
Emotional / Psychological Problems (e.g. mood complaints, self-destructive behavior, anxiety problems...)	6
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:	22

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

Nature	Number
1. Case Interview	195
2. Visit	0
3. Escort	0
4. Phone Contact with Client	155
5. Letter/Referral/Report	2
6. Group/Program Session(s) for Clients	285
7. Intra-school Contact	435
8. Other Collateral Contact	41
9. Case Conference	100
10. Others (Specify): Causal Contact	165
11. Family Contact	155
Total:	1533

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

(1) No. of consultation cases: 17 cases

(2) Consultation statistics

Source of Consultation	Number
Students	415
Discipline Teacher	80
Other School Staff (e.g. teachers...)	119
Family Members	98
Others (educational psychologist, NGOs...)	121
Total:	833

(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". 	09/2021-07/2022	/	All students	<ul style="list-style-type: none"> The intended outcome was fully achieved. From the observation of teachers, most of the students were motivated to learn and participate in lessons initiatively. From the feedbacks of students, most of students could understand the aims and contents of the lessons. Students agreed that the lessons cultivated their positive attitude

					and value towards life. • For the evaluation statistic, please refer to school-based students' questionnaire.
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(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. 	09/2021-07/2022	/	All students	<ul style="list-style-type: none"> From the result of Po Kok Super STAR Award, 51.8% 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. Most of students agreed that the scheme helped them build up their good practice about courtesy and strengthened their initiation of care and appreciation. 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. 	09/2021-05/2022	/	All students	<ul style="list-style-type: none"> The outstanding student campaign is cancelled due to school suspension and pandemic. Due to the intensively of the 2nd term curriculum, the vote cannot be conducted either.
3. Inter-class Competition 3.1 Discipline Competition 3.2 Courtesy 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. 	09/2021-06/2022	3	All students	<ul style="list-style-type: none"> The winners of Discipline competition are 5A, 3A and 4A. The winners of Courtesy competition are 5A, 3A and 4A. From the observation of teachers and feedback of students, the inter-class competition helped student enhance their ability of self-discipline. 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. 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
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, 9 group training sessions, 2 parents' workshop (online by video), 4 sessions of volunteer activities and 1 sessions of service reflection, 5 half day sessions of day camp activities, and 1 parent-teacher sharing and 1 closing ceremony. 	09/2021-07/2022	24	17 students	<ul style="list-style-type: none"> P.4 to P.6 UAP was coordinated by Hong Kong Playground Association. All the expenses was provided by Po Kok Primary School. P.4 UAP has conducted all the indoor activities at school. Because of the development of epidemic, parents' workshop were conducted online ' and the day camp activities were conducted at school. The rest of the outdoor activities will be conducted in summer holidays or depends on epidemic prevention measures. 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, parents agreed that the program was useful for their children.
	<ul style="list-style-type: none"> P.5 Activities included: 1 reunion, 14 group training sessions (face to face and online), 1 golden 		20	14 students	<ul style="list-style-type: none"> P.5 UAP has conducted all the indoor activities at school. Due to the special holiday

	<p>interview, 2 volunteer service sessions, 1 parent's workshops (online), and 1 parent-teacher sharing and closing ceremony.</p>				<p>announced by EDB, 4 group sessions were conducted online. Besides, to follow the instruction of epidemic prevention measures, the parent's workshop was also conducted online. The rest of the outdoor activities will be conducted in summer holidays or depends on the development of the epidemic prevention measures.</p> <ul style="list-style-type: none"> • According to the results of the students' questionnaires, 100% students agreed that "UAP" is useful for their development. • All P.6 UAP activities and activities have been accomplished in this school year. • Students agreed that the UAP project increased their sense of responsibility. • For the evaluation statistic, please refer to the evaluation report of UAP P.4 to P.6.
	<ul style="list-style-type: none"> • P.6 UAP Activities included: 1 reunion, 13 group training sessions, 2 outdoor activities, 1 indoor gathering, 3 voluntary services, 1 golden interview, 1 parents' workshop (Online), 1 parent-teacher sharing and 1 closing ceremony. 		23	12 students	

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. 	10/2021	/	P.4-P.6 Prefects	<ul style="list-style-type: none"> The training camp was suspended due to 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. 	09/2021	6	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. Through showing the teacher photos and school graphic, they knew more about school. They enjoyed the given tasks and Q & A's very much. Students learned the personal hygiene to prevent the epidemic as well. According to feedback of teachers and observations of social worker, most of the students could recognize textbooks, subject teachers. And the use of the self-care skills after the activity.

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: 10 senior students helped P1 students during every recess time. Team B: 15 senior SEN students accompanied junior SEN students to have pair reading activities every day at library. 	09/2021- 06/2022	/	<p>Senior students: P.4-P.6</p> <p>Junior students: P.1-P.3</p>	<ul style="list-style-type: none"> There were 2 training sessions provided by school social worker to all BBBS. As the development of epidemic and half day school policy, duties of Team A was divided to two recess time. Team B maintains a limited duties, each time about 3 pairs of students did the paired reading at library. Students participated in BBBS training actively. They learned different skills to become a helper and leader. Most of the senior students accomplished their duties throughout the year. From the feedbacks of senior students, they agreed that the scheme enhanced their communication skills and leadership skills. From the observation of social worker to junior students, the pair reading established their habit of reading and enhanced their communication skills.

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. 	09/2021-06/2022	/	All students	<ul style="list-style-type: none"> School has participated in “Youth Volunteer Network” and “Heart to Heart Scheme” this year. Due to the pandemic, students nearly got a chance to do the social service out of the school. However, students could actively participate in school services. Over 28,000 hours of in school volunteer services were conducted throughout last year. One volunteer training activity was conducted to improve students’ understanding of volunteer development history. The other volunteer service activities were implement at school. Students reported that they felt a sense of achievement after the volunteer activity and were eager to attend the other volunteer services in the future. The services in community or society were suspended due to the pandemic last year.

Services/ Programs	Content/ Aim	Date/ Period	No. of sessions	Targets/ Participants	Achievement/ Evaluation
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. 	09/2021-06/2022	/	All students	<ul style="list-style-type: none"> Two seminars, which promoted stress management and emotional regulation, were conducted. Students were interactive and active during the seminars. From the feedbacks of students, those seminars helped them to be aware of their emotions and improved their skills of stress management.

(IV) Programs for specific targets

Services / Programs	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. P1. Adaptation workshop	<ul style="list-style-type: none"> To assist P.1 new comers to know more about Po Kok. To introduce the school facilities to P. 1 students. To introduce the teachers and social worker to students that they can seek help if necessary. 	30/8/2021 31/8/2021	3	P.1 students	<ul style="list-style-type: none"> Social worker provided supporting roles during the program. It provided a chance to P. 1 students to gain a feeling of belongingness through the introduction of school facilities and teachers, social workers as well. It helped P 1 students to familiar with school facilities and most of them could remember the places such as washroom and teacher offices.
2. Supporting program for SEN students	<ul style="list-style-type: none"> It was an online supporting program for 	05/2022-06/2022	4 4	P.1 (6 students) P.2	<ul style="list-style-type: none"> The supporting program was provided by

Via Zoom “Fun Learning Group for P.1 to P.6”	<p>P.1-P.6 SEN students after school in the 2nd term.</p> <ul style="list-style-type: none"> • 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. 		<p>5</p> <p>5</p> <p>4</p> <p>4</p>	<p>(9 students) P.3 (15 students) P.4 (13 students) P.5 (16 students) P.6 (11 students)</p>	<p>school social worker.</p> <ul style="list-style-type: none"> • School social worker applied experimental learning approach 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. • From the observation of social worker, students enjoyed of joining the group and applied the skills they have learned to daily life.
3. 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. • The group were conducted during ECA time on Fridays. 	10/2021, 06/2022	9	P.2-P3 (11 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 group activities. • Students learned proper social skills through playing team building games. • Student learned

					<p>respect and appreciation during the sessions.</p> <ul style="list-style-type: none"> • From the evaluation forms, 100% of students agreed of achieving the objectives of the group. For the evaluation statistic, please refer to the result of questionnaires of the group.
4. P.1 class management workshop	<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. • The group invited student with low self-care ability to participate. 	16/05, 23/05, 30/05, 06/06/2022	4	P.1 (6 students)	<ul style="list-style-type: none"> • The training was cooperated with school social worker and Social Welfare Department social worker via Zoom. • The group provided a platform for P.1 student to practice self-management skills as they were learning about how to pack up their school bags according to time schedule; how to follow the rules of school properly. • Through the group activities, students had a clear understanding of classroom rules and knowledge of personal hygiene. • From the observation of social worker and feedback from class teachers, participants' self-care skills improved and they could better

					understand the importance of keeping personal hygienic especially under the pandemic.
5. Self-enhancement training program “Art therapy group”	<ul style="list-style-type: none"> The program aimed at enhancing students’ problem solving skills and emotion control ability. 	20/05, 27/05, 10/05, 15/06/2022	4	P.5-P.6 (8 students)	<ul style="list-style-type: none"> The training was cooperated with a registered art therapist and school social worker via Zoom. Through the art, students learned to accept themselves and others. Besides, they also could calm their minds and reflect themselves. Students enjoyed the process of art and they shared and learned from each other. From the feedback interview with students, they could describe what they learned through the groups and they could apply the learning to their life when they feel stressful.
6. “Art For Fun” Program (Fine motor training program)	<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. All participants were nominated by teachers and social worker. 	10/05, 17/05, 24/05, 31/05, 07/06/2022	5	P.2 (8 students)	<ul style="list-style-type: none"> The activity was cooperated with Social Welfare Department social worker via zoom. All materials and expenses were provided by SWD. Students participated actively. They enjoyed doing art work. Most of them could finish the tasks under clear instructions.

					<ul style="list-style-type: none"> The group provided a chance for student to practice their fine motor skills, and from the feedback from parents, they informed that they could find the improvement of their children after joining the group.
7. Multi-intelligence group	<ul style="list-style-type: none"> The group were held on Tuesdays during ECA period. It targeted on SEN students. It aimed at developing students' potential of multiple intelligences. Students could learn from experiencing different kinds of activities, games and crafts related to eight kinds of intelligence. 	10/2021-06/2022	13	P.4-P.6 (19 students)	<ul style="list-style-type: none"> The groups was 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. From the evaluation forms, all participants agreed that the objectives of the groups have been achieved.
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 up a healthy eating habit and exercise regularly. 19 students were selected to join the training program. 	05/2021-06/2022	4	P.5-P.6 (19 students)	<ul style="list-style-type: none"> The program was collaborated with United Christian Nethersole Community Health Service Medical Centre. The program conducted four online sessions for students. Most of the students finished booklets after the online training.
9. Project of	<ul style="list-style-type: none"> To assist SEN 	09/2021-	/	Selected P.1-	<ul style="list-style-type: none"> Social worker

supporting SEN students	<p>student in different trainings.</p> <ul style="list-style-type: none"> • To enhance SEN students' communication skills and self-management skills by various kinds of training activities. 	07/2022		P.6 students	<p>assisted with providing training sessions to SEN students.</p> <ul style="list-style-type: none"> • From the training, SEN students could experience of improving their communication skills by playing games, doing art craft and painting. • From the feedback of teachers, the training activities could enhance students' communication skills and time management skills. • From the feedback of parents, the trainings were effective in improving their children's self-management skills.
10. 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. 	07/2022	3	P.6 students	<ul style="list-style-type: none"> • The workshop was provided by school social worker. • Students showed their interests of understanding secondary school. The facilitations, subjects and skills of preparation for going to secondary school were introduced. • The skills of adapting to new environment and the people whom the students could seek help were reminded. From the questionnaire collected, 100%

					<p>students agreed that they knew how to seek help when in need after the workshop.</p> <ul style="list-style-type: none"> • According to the results of evaluation and observation, 100% of students agreed the objectives of the workshop were achieved.
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(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 understand more about secondary school. 	01/2022-04/2022	/	P.6	<ul style="list-style-type: none"> • As the development of the epidemic, the program could not be carried out.
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. 	09/2021-07/2022	/	SEN Students	<ul style="list-style-type: none"> • Social worker supports SEN students in the classroom for whole day or few lessons depends on the needs of the students and a part time social worker supports SEN students during lessons time for whole day in order to assist them to control their emotions and impulsive behaviors. • SEN students could stay calm during the lessons and learn effectively with supporting of

social workers.

(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 parents to support and teach their kids to have better sense of healthy life and positive values. For example, they promoted healthy eating and doing exercise regularly. It also helped parent learn how to manage the potential dangers at home and to deal with common injuries for their children before going to consult the doctor. 	06/2022	4	Parents	<ul style="list-style-type: none"> It was collaborated with United Christian Nethersole Community Health Service (UCN) to provide online seminar videos to all the parents. Feedbacks from parents and teachers were positive. Teachers found parents were aware of preparing the healthy snacks to children during recess after watching the videos. Parents claimed that they knew more about what to prepare in the first aid box at home.
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. 	02/08/2022	1	Parents	<ul style="list-style-type: none"> School social worker assisted during the parents' day to meet parents. Social worker provided information of community resources to parents who were in need.
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 	01/2022	/	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

	together and developing their creativity.				would continue the arrangements next year.
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(VII) Administration Work and others

Services / Programmes	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Handle case conference and meeting with NGOs	09/2021-08/2022	/	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	09/2021-08/2022	/	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	10/2021-07/2022	/	SEN students	• Social worker did the invigilation for SEN students.
4. Contact with NGOs	09/2021-08/2022	/	Staff of NGOs	• To keep close contact and relationship with NGOs so as to network suitable and valuable resources to school.
5. School functions	09/2021-08/2022	/	Parents and students	• To help in Zoom school opening ceremony, Buddhist's day celebration etc.
6. Board	09/2021-08/2022	/	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 22 cases (including 13 cases brought forward from last year) handled this school year. The main problem natures of cases include lack of social skills (32%), emotional problems (27%), behavioral problems (23%), family problems (13%) and learning problems (5%). Cases of emotional problems such as self-harm, emotional outbursts are due to their study stress from unreasonable expectations of themselves or parents. Cases of lack of social skills and behavioral problems mainly are students with special educational needs. Cases of family problems mainly refer to the parent-child communication problem or parenting problem especially during pandemic. Cases of learning problems mainly refer to the student with special needs and their study adaption after school resumed. 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, solution focus therapy, social stories, rewarding scheme etc. to assist students in self-expression, emotional control and to 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.

2. Groups and programs

In order to tie in with the school major concerns and the developmental needs of all students, social

worker arranged multi groups and activities for all students aim 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. Simultaneously, students could develop their interest and potential via the activities.

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. Hereby, the cooperation among Discipline and Counselling Team and Students Support Team were very important. Throughout 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 organizations of the community. They helped a lot in providing manpower and programs 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 integrate satisfactory 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. Furthermore, there were many complications of epidemic. Such as emotion and adaption problem of students after school resumption, parenting problems during school suspension or unemployment of parents under the pandemic. School social worker have to assess the needs of students and parents in order to provide related service or apply the community resources for them in a timely manner.
2. Social worker mainly cooperated with Discipline and Counselling Team, Student Support Team and After School Support Team. Although this is the first year of the social worker to cooperate with school teams and teachers, the social worker could establish a trustworthy relationship with different stakeholders at school including school personnel, students and parents. Nevertheless, their supports make my work runs smoothly and effectively.
3. In summary, I am very thankful for the strong support and trust from school principal to my work. Moreover, I am very grateful to obtain the reliable support from the team leaders of Discipline and Counseling Team and Students Support Team and all the teachers. To such an extent, all my groups and programs could be implemented smoothly by which students could get continuously progresses in their development.

(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 have in depth self-reflection afterwards. Besides, big brothers and big sisters scheme could not serve and promote 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. In response to the pandemic and stressors in daily life, it is essential to address to emotions and mental health needs of students and to provide supports to their families.
5. Enhance family support or provide parent education through home-school cooperation.
6. Good partnership with different community organizations could guarantee valuable resources input to school. Close cooperation with other NGOs would be maintained which will be beneficial to programs such as interest groups, training activity, parent-child programs etc. regarding to help students with their talents, learning and life experience.

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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 NCS students.	To employ 2 full time teaching assistant to assist in daily routines and help making teaching aids and varies translation jobs.	9/2021-8/2022	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 and 1 part-time janitor to assist in the daily routines, for example cleaning and photocopying.	9/2021-8/2022	A sum of \$332,712.00 was used to cover the salary and MPF of 1 full time janitor and 1 part-time janitor from 01/09/2021 to 31/08/2022	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 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.	9/2021-8/2022	A sum of \$666,600.95 was used to purchase consumables, IT equipment and online services from 01/09/2021-31/08/2022	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.	To employ TSS or purchase on-site TSS service.	11/2021-8/2022	A sum of \$214,650.00 has used to purchase on-site TSS service provided by Speedy Group Limited from 1/11/2021 to 31/8/2022.	On-site TSS had supported the teachers with the use of IT.	It was suggested to continue purchase on-site TSS service from companies as there are difficulties on employing TSS.

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 2 teachers and 1 full time teaching assistant	9/2021-8/2022	A sum of \$1,020,900 will be used to cover the salary and MPF of 2 teachers and 1 full time teaching assistant from 9/2021 to 8/2022.	According to the appraisal system, the performances of the teachers and teaching assistant were satisfied.	The hiring of teaching assistants were necessary to provide in-class support for SEN 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.	9/2021-8/2022	A sum of \$311,868.32 will be used to purchase different training services and learning aids. (arts training \$34,050.20, attentiveness training \$3,547.80, speech therapy \$109,200-ESTG, and Stationery \$39,158.70, Paired-reading materials \$44,876.82, Learning materials \$3,175, Prize \$36,285.90, On-line teaching materials \$39,586, Cultural Exchange \$1,987.90)	According to the lesson observations and the progress reports of the students, the performances were satisfied.	The training programmes were necessary for the next academic year and the purchase of professional service providers were necessary to provide professional support for SEN students.

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.	10/2021-7/2022	A sum of \$44,858.57 was used to purchase the tuition fee, the teaching material, etc.	Over 80% of the participants agreed that the classes could consolidate their academic performance. 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.
Cooking Class (Materials)	To cultivate students' self-confidence and social skill.	10/2021-7/2022	A sum of \$1,355.80 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. 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-2 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, St. James Settlement and Integrated Social Welfare Department 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.
- Arts Training and Attentiveness Trainings are conducted by school teachers to offer individual or group sessions to students with learning difficulties, ASD or AD/HD according to their needs.
- Adapted learning materials, homework strategies, dictation adaptation 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 of the senior classes carried out the Big-Brothers-Big-Sisters Scheme during recess and morning class teacher period and received leadership training workshops.
- 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.

	<p>Teachers:</p> <ul style="list-style-type: none">• 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.
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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 assistant to assist in organizing activities and support the learning of NCS students.	9/2021-8/2022	A sum of \$1,051,980.00 was used to cover the salary and MPF of 2 teachers and 1 full time teaching assistants from 01/09/2021-31/08/2022.	We had employed 2 teachers and 1 full time teaching assistant 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.	9/2021-8/2022	A sum of \$143,613.82 was used to develop a tailor-made NCS Chinese curriculum, Chinese interdisciplinary curriculum, and buy Chinese teaching materials to support NCS students from 01/09/2021-31/08/2022.	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 Chinese curriculum 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 various IT equipment and E-learning platform to enhance the interaction in class so as to enhance students' Chinese learning motivation.	9/2021-8/2022	A sum of \$427,690.00 was used to develop a Chinese E-learning Platform and buy IT equipment from 01/09/2021-31/08/2022.	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.	9/2021-8/2022	A sum of \$10,239.41 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 agreed that the motivation of Chinese learning has been enhanced through different activities.	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 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. 	9/2021-8/2022	A sum of \$55,239.25 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 have read extensively and completed the school-based reading scheme Happy Reading Program.	It was suggested to continue to purchase printed books and magazine for refining the library circulation to support the development of reading across the curriculum. Also, e-reading becomes the trend these years. Students should be encouraged to subscribe e-newspaper.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To expand the number of teaching assistant in order to provide extra support for SEN students.	To employ 1 teaching assistant.	9/2021-8/2022	A sum of \$193,599.76 will be used to cover the salary and MPF of 1 full time teaching assistant from 9/2021 to 8/2022.	According to the appraisal system, the performances of the teachers and teaching assistant were satisfied.	The hiring of teaching assistants was necessary to provide in-class support for SEN students.
To strengthen students' study standard in the subjects of Chi and Maths.	To employ around six tutors to give extra lesson for around 10 students in the subjects of Chi and Maths to have consolidation.	9/2021-8/2022	A sum of \$23,400 will be used to purchase service for Chi and Maths remedial classes and \$38,628 will be used for teaching materials.	Over 80% of the participants agree that the classes were useful and could enhance their subject knowledge.	The remedial classes were necessary for the next academic year and the purchase of professional service providers were necessary to provide professional support for SEN students.

9. Evaluation for ‘the Use of the Student Activities Support Grant’

Po Kok Primary School
Report on the Use of the Student Activities Support Grant
2021-2022 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$23,100.00
B	Expenditure in the Current School Year:	\$23,100.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	8	\$1,945.00
Full-grant under the School Textbook Assistance Scheme	87	\$21,155.00
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
Total	95	\$23,100.00

(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 (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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	1st term paid ECA activities	Physical Education	5	\$2,200.00			✓		
2	2nd term paid ECA activities	Physical Education	9	\$3,900.00			✓		
3	Chinese Music appreciation	Arts (Music)	95	\$17,000.00		✓	✓		
Expenses for Category 1			109	\$23,100.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
Expenses for Category 3			0	\$0.00					
Total			109	\$23,100.00					

1: 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.

Contact Person for LWL (Name & Post):	Wong Kar Yan, Agnes
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10. Evaluation for 'the Use of the Life-wide Learning Grant'

Po Kok Primary School
Report on the Use of the Life-wide Learning Grant
2021-2022 School Year

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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	One Person, One Flower Scheme	General Studies	Nov-Mar	P1-6	435	Observation+WS	\$6,146.55	E7		✓			
2	STEM Week / STEM Day	Cross-Disciplinary (STEM)	Apr-Jul	P1-5	369	Observation	\$28,907.12	E7	✓				
3	English Panel Activity- Halloween	English Language	31/10/2021	P1-6	435	Observation	\$1,937.85	E7		✓			
4	Sports Day	Physical Education	Mar	P1-6	435	Observation	\$0.00	E1			✓		
5	Picnic	Cross-Disciplinary (Others)	Nov	P1-6	435	Observation	\$0.00	E1			✓		
6	Indian Dance Team	Gifted Education	Sept-Jul	P1-6	18	Observation	\$11,922.47	E7			✓		
7	Uniform Groups Activities	Leadership Training	5/6/2022	P4-6	5	Observation+interview	\$1,805.00	E7+E2				✓	

8	Coaches for ECA	Physical Education	Oct-Jul	P2-6	35	Observation	\$0	E5			✓		
9	Speech Festival	Gifted Education	Dec	P1-6	47	Observation+result	\$3,775.00	E1+E7			✓		
10	Dance Festival	Gifted Education	Jul-Aug	P4-6	14	Observation+result	\$4,650.00	E1+E7			✓		
11	Handchimes Competition	Arts (Music)	Oct-Jul	P3-5	11	Observation+result	\$2,072.00	E1+E7			✓		
12	Sports Competition	Physical Education		P4-6	16	Observation	\$300.00	E1			✓		
13	Drawing Competition	Arts (Visual Arts)	Jul	P4-5	2	Observation+result	\$200.00	E1	✓				
14	Musical Drama	Chinese Language	Oct-Jul	P4-6	20	Observation+performance	\$182,480.00	E5+E7	✓		✓		
15	Post-Exam Activities	Cross-Disciplinary (Others)	Jul	P1-6	435	Observation+WS	\$102,254.00	E1+E2	✓	✓	✓		
16	English Opera	Moral, Civic and National Education	Jul	P3-5	12	Observation+performance	\$10,897.40	E5+E7		✓	✓		
17	Chinese Drums	Arts (Music)	Sept-Jul	P4-6	20	Observation+performance	\$41,510.40	E5+E7			✓		
Sub-total of Item 1.1									\$398,857.79				
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
Sub-total of Item 1.2									\$0.00				
Expenses for Category 1									\$398,857.79				

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**Category 3: Estimated Number of Student Beneficiaries**

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)	
1	3D Printing 1st term materials	Cross-Disciplinary (STEM)	Have ECA lessons		\$1,874.00

Total number of students in the school:	435
Number of student beneficiaries:	435

2	3D Printing 2nd term materials	Cross-Disciplinary (STEM)	Have ECA lessons		\$1,000.00	Percentage of students benefitting from the Grant (%):	100%
3	3D Printing materials	Cross-Disciplinary (STEM)	Have ECA lessons		\$163.40		
4	Paper	Cross-Disciplinary (STEM)	Have ECA lessons		\$151.20		
5	Spray Print	Cross-Disciplinary (STEM)	Have ECA lessons		\$81.00		
6	Spray Print	Cross-Disciplinary (STEM)	Have ECA lessons		\$134.00		
7	3D Printing materials	Cross-Disciplinary (STEM)	Have ECA lessons		\$140.00		
8	1st term Board Game materials	Gifted Education	Have ECA lessons		\$374.24		
9	2nd term Board Game materials	Gifted Education	Have ECA lessons		\$51.80		
10	Board Games	Gifted Education	Have ECA lessons		\$304.00		
11	Sudoku materials	Gifted Education	Have ECA lessons		\$364.26		
12	Stationery	Arts (Visual Arts)	Have ECA lessons		\$814.00		
13	files	Arts (Visual Arts)	Have ECA lessons		\$211.00		
14	Skipping rope	Physical Education	Have ECA lessons		\$740.00		
15	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$60.00		
16	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$91.20		

17	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$91.20			
18	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$12.00			
19	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$24.00			
20	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$110.00			
21	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$36.00			
22	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$32.40			
23	Soft Clay materials	Arts (Visual Arts)	Have ECA lessons		\$242.00			
24	Flower Design materials	Arts (Visual Arts)	Have ECA lessons		\$126.00			
25	Flower Design materials	Arts (Visual Arts)	Have ECA lessons		\$352.50			
26	Flower Design materials	Arts (Visual Arts)	Have ECA lessons		\$388.10			
27	Activity materials	Leadership Training	Have ECA lessons		\$43.20			
28	Activity materials	Leadership Training	Have ECA lessons		\$36.00			
29	Paper Craft material	Arts (Visual Arts)	Have ECA lessons		\$45.00			
30	Paper Craft material	Arts (Visual Arts)	Have ECA lessons		\$54.00			
31	Zentangle materials	Arts (Visual Arts)	Have ECA lessons		\$315.00			
32	Disney + (Feb)	Moral, Civic and National Education	Have ECA lessons		\$73.00			

33	Disney + (Mar)	Moral, Civic and National Education	Have ECA lessons		\$73.00				
34	Disney + (Apr)	Moral, Civic and National Education	Have ECA lessons		\$73.00				
35	Paper Folding material	Arts (Visual Arts)	Have ECA lessons		\$220.00				
36	3D STEM Materials	Cross-Disciplinary (STEM)	Have ECA lessons		\$4,360.00				
37	Spray Print	Cross-Disciplinary (STEM)	Have ECA lessons		\$268.00				
38	3D Printer print	Cross-Disciplinary (STEM)	Have ECA lessons		\$4,150.00				
Expenses for Category 2						\$17,678.50			
Expenses for Categories 1 & 2						\$416,536.29	Contact Person for LWL (Name & Post):	Wong Kar Yan, Agnes	

* : 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)

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"	9/2021-8/2022	A sum of \$350,000 had been used in the 2020/2021 school year 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 2022/23 school year.

L. Financial Report

Name of Account	Income	Expenditure
<i>EOEBG</i>		
Admin / Revised Admin Grant	1,046,880.00	993,900.00
Air Conditioning Grant	333,721.00	284,477.00
Basic/Baseline/Per Class	1,033,023.50	1,097,665.78
Capacity Enhancement Grant	630,493.00	332,712.00
Composite Information Technology Grant	472,027.00	666,600.95
Enhanced Speech Therapy Grant	151,308.00	109,200.00
School Based Management Top Up Grant	50,702.00	22,387.13
Top Up Student Guidance Service Grant	149,336.00	169,964.70
Understanding Adolescent Project Grant	143,356.00	141,604.00
Sub total	4,010,846.50	3,818,511.56
<i>OTHER GRANTS</i>		
Community Care Fund Assistance Programme School Lunch	104,630.00	*104,630.00
Committee on Home-School Co-op Proj Grant	25,780.00	**25,780.00
Consultation Service Grant	129,315.00	130,000.00
Enhanced Additional Funding - Support for NCS students	1,500,000.00	1,633,523.23
Grant for Supporting NCS Students with SEN	202,810.00	255,627.76
Information Technology Staffing Support Grant	321,796.00	214,650.00
Learning Support Grant	1,241,478.00	1,223,568.32
Life-Wide Learning Grant	633,776.00	416,536.29
NET Scheme Grant	17,096.00	17,096.00
Other Recurrent Grant	211,852.00	211,852.00
Promotion of Reading Grant	31,425.00	55,239.25
School Based After-school Learning & Support Programme	43,200.00	46,214.37
School Social Work Service Grant	642,000.00	642,000.00
Sister School Scheme Grant	157,127.00	129,999.71
Six Round Special Anti-Epidemic Fund	56,000.00	56,000.00
Special Anti-Epidemic Grant	30,000.00	30,000.00
Student Activities Support Grant	23,100.00	23,100.00
Sub total	5,371,385.00	5,215,816.93
Overall Total	9,382,231.50	9,034,328.49

*Remarks: Expenses paid for lunch: \$69,282.00
 Unused fund will be clawed back by EDB: \$35,348.00
 \$104,630.00

**Remarks: PTA Expenses paid: \$9,980.00
 Unused fund will be clawed back by EDB: \$15,800.00
 \$25,780.00

M. Feedback on Future Planning

For Management and Organization, the 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. Under the influence of the reduced face-to-face class time, it could be seen that new teachers have yet to equip themselves with solid teaching strategies. On top of that, the ESR Report suggested to further enhance the overall learning and teaching effectiveness of teachers. In response to that, new teachers were involved in the Micro Lesson Study Scheme, in which subject teachers of the chosen grades planned, implemented and refined teaching materials and lesson plans together. From the feedback of the new teachers, the MLSS has effectively enhanced subject teaching strategies of new teachers, and gradually improve teaching efficiency. Micro Lesson Study Scheme would be extended to more grades in the coming year to support the needs of more new teachers. The school has also optimized Geese Program 4.0 to promote the professional growth of teachers. Teachers were encouraged to keep abreast of the latest trends in educational development. The school will continue to focus on promoting teachers' professional growth in the coming year.

For Learning and Teaching, our school has further refined the Better Teaching and Learning Scheme 3.0. Most teachers could adopt the subject-based teaching strategies and incorporate the elements of self-learning in their lesson design. Responding to the ESR report and the stakeholder questionnaire, teachers have made use of C³ questions and differentiated teaching strategies to stimulate students' thinking and deepen their learning. Teachers were able to use differentiated questions to cater for learner diversity and design meaningful lesson activities to enhance learning effectiveness. Particularly, teachers have focused on developing students 'Comparative Thinking' this year. They could design questions to guide students to make comparisons when learning subject content. More focus would be put on 'critical thinking' and 'creative thinking' in the coming year.

For Student Support & School Ethos, the school has fostered PoKokese virtues in two major aspects, namely 'Love Po Kok, Love Hong Kong'. Under 'Love Po Kok', the Golden Rules were introduced to strengthen students' courtesy routines. Pairing the Golden Rules with Po Kok Super STAR 3.0 Award Scheme, Interclass Courtesy Competition and Monthly Courtesy Star Award, it could be seen that more students have learned to raise their hands before speaking or answering questions. They could take their initiative to greet other schoolmates or school staff. The school has provided a lot of chances for students to appreciate people around them. Under 'Love Hong Kong', the school has strengthened students' understanding of Hong Kong and China through different subject-based learning activities and weekly flag-raising ceremonies. Because of the prolonged suspension of face-to-face lessons, a lot of volunteer services were cancelled. The school would provide chances for students to serve in the community whenever possible in the coming year. Training sessions and debriefing sessions would be given to volunteers and stars would be also given to them in Po Kok Super STAR 3.0 Award.

For Student Performance, many of the inter-school competitions like Inter-school Dance Festival and Music Festival had been cancelled because of the prevalence of COVID-19. The school has arranged students to participate actively in various competitions, such as Speech Festival. 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.