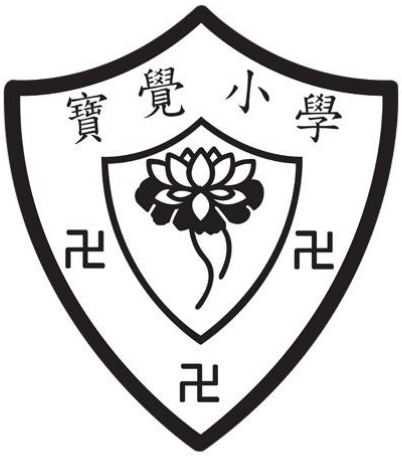
Po Kok Primary School



Annual School Report

2025-2026

Po Kok Primary School

Annual Report

2025-2026

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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 became aided in 1949. We are now having 16 classes and the total number of students is 398. 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 in the 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

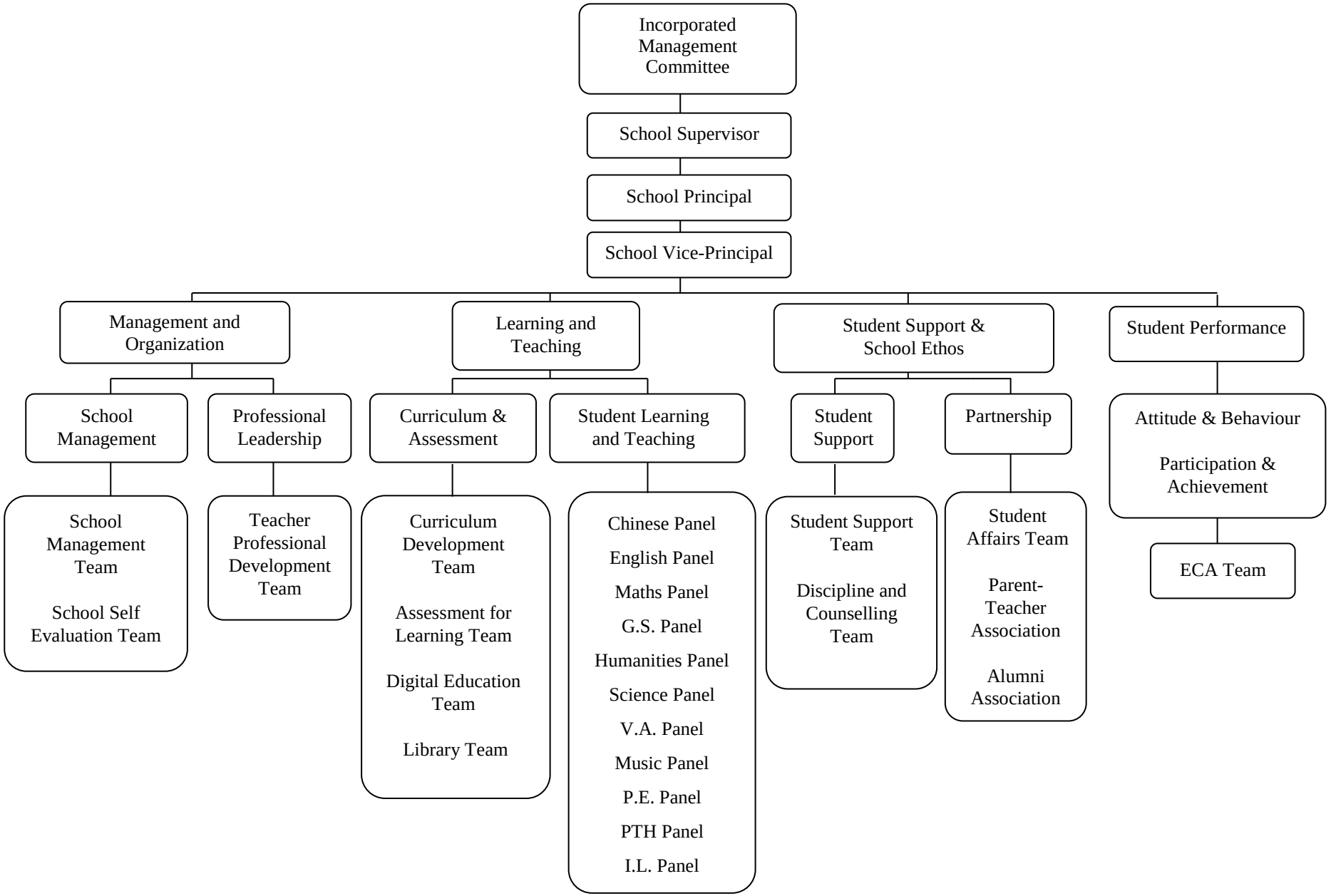
C. Management and Organisation

School General Information

School Organization	Our school has set up an 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 adopts cooperative learning strategies and eLearning to enhance students' learning abilities and motivation. Students will also take part in STREAM project learning and life-wide learning activities to help develop their generic skills. 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, STREAM 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. 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 modules are tailor made for our Non-Chinese Speaking students.
Home School Cooperation	Po Kok Primary School places great importance on building 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 App has been created to disseminate notifications for the convenience of the parents. Parents will also be given a parent handbook to learn about the school's curriculum and requirements.
School Development Plan	I. Engage Students Through Wonder, Nurture Active Learners II. Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being
Teacher Professional Training and Development	The school has devised a comprehensive school-based development program 'Geese Program' to cater to the needs of teachers and help them map their professional development paths at a 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 2025-26

Primary	P.1	P.2	P.3	P.4	P.5	P.6	Total
Class	3	3	2	2	3	3	16
Total number of students	75	71	52	53	79	72	402

E. Our teachers

Professional qualification of teachers

There are forty-two teaching staff in total, including our Principal, Vice-Principal, Senior Teachers, Teacher Librarian, two NETs and 6 contract teachers. There are sixteen staff members supporting the office work, including the clerk, teacher assistants, IT support staff, social workers and janitors.

Number of teachers in approved establishment	30
Number of teachers on top of approved establishment	8
Qualification (% of Teaching Staff)	
Teacher Certificate / Diploma in Education	84%
Bachelor Degree	97%
Special Education Training	81%
Working Experiences (% of Teaching Staff)	
0-4 years	24%
5-9 years	45%
10 years or above	31%
Our teachers' development record	
Principal's total number of hours of professional development	374 hours
No. of hours of professional development per teacher	104 hours (Total:3331 hours)

F. Achievements and Reflection on Major Concerns

Major Concern 1: Engage Students Through Wonder, Nurture Active Learners

Achievements

Refining teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking

1. Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning
   - All subjects have attempted to utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning. The new scheme incorporated 6E inquiry learning approach and the refined self-learning strategies into lesson organisation. In the school-based teachers' questionnaire, over 85% of teachers strongly agreed that they had implemented the refined scheme, and designed teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies. Besides this, over 90% of teachers strongly agreed that they had utilised the 6E inquiry model to organise lesson activities.
   - From lesson observations and subject meeting records, teachers demonstrated familiarity with implementing the "Engage", "Explore", "Explain", and "Elaborate" stages during lessons. They successfully connected students' preview tasks with the lesson contents and arranged diverse learning activities to guide student exploration. Moreover, teachers actively encouraged students to explain key concepts and guided them in applying their knowledge during group work. By utilizing preview tasks and KWL (P.3-6) activities, teachers effectively engaged students, prompted conceptual explanations, and supported the practical application of knowledge in group settings. Implementing the 6E model also successfully stimulated critical thinking and encouraged active participation, enabling teachers to guide students toward deeper and broader understandings through challenging learning tasks.
   - Additionally, stakeholders expressed general satisfaction with teaching and learning. Students gave a high rating of 4.8 for teachers' guidance in using learning strategies—such as preview activities, graphic organizers, and online resources—which successfully enhanced their ability to organize and manage their learning independently. "I Appreciate…"

2. Embarking on the journey to develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom
   - According to the results of the school-based student questionnaire, approximately 85% of students strongly agreed that they developed active learning and inquiry-thinking capabilities through classroom learning activities. P.5-6 students demonstrated increased familiarity with the KWL method, with more-able students independently generating their own questions rather than relying solely on teacher suggestions. Meanwhile, P.3-4 students—who were newly introduced to the KWL method—showed strong engagement by selecting questions they were eager to explore and finding the answers. Furthermore, over 85% of students strongly agreed that they could effectively utilize e-learning platforms to carry out independent learning.
   - The use of e-learning platforms enabled students to extend their learning beyond the school environment, with all subjects assigning extended learning tasks throughout the year. According to the e-Learning Extended Learning Activity Record, over 85% of P.3-6 students successfully

completed these tasks. This data aligns with teachers' observations: most senior students in P.5-6 managed to complete their extended learning at home independently, whereas P.3-4 students still required teachers' encouragement and reminders.

- Additionally, more than 80% of students achieved the "Independent Learner" title across all subjects in the Po Kok SuperSTAR Award Scheme. Most students diligently completed inquiry tasks and self-learning activities to earn stars within the scheme, which successfully enhanced their learning motivation and helped them gradually take ownership of their progress.

Promote STREAM education to step up for self-directed learning

1. Equip students to acquire STREAM-related knowledge and skills through different learning activities

- Interdisciplinary STREAM activities were organised for all grades by General Studies, Science, Humanities, Mathematics, Visual Arts, Chinese, English, other related subjects and teams. Students were fascinated and engaged in the activities. According to mark records for the STREAM project learning, over 90% of students achieved a score of at least 7 marks in these theme-based activities. From teachers' observation, the 6E inquiry model was successfully implemented to enhance the design of learning activities and booklets, encouraging a structured approach to inquiry-based learning.
- Furthermore, results from the student questionnaire indicate that over 85% of students strongly agreed that STREAM and scientific inquiry activities promoted their active construction of knowledge. The introduction of the Science curriculum in P.1 and P.4 has further expanded opportunities for hands-on inquiry and scientific exploration, providing students with richer practical learning experiences that successfully support their engagement and knowledge-building processes.

Reflections

Refining teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking

1. Continuous efforts needed in implementing the Better Teaching and Learning Scheme 4.0

- The intended objective was partially achieved, with most teachers successfully implementing the revised teaching and learning scheme and applying the 6E inquiry model in their instruction. However, data collected from the school-based teachers' questionnaire indicated a need to strengthen the 'Evaluate' and 'Extend' stages of the model.
- For the 'Evaluate' stage, students should engage in more in-depth self-evaluations of their learning progress. Teachers should allocate adequate lesson time and space to systematically guide students in reflecting on areas for improvement.
- In the "Extend" stage, while teachers regularly utilize tools such as Edpuzzle and other e-learning platforms, further exploration is needed to adopt more engaging methods that promote self-directed learning. Incorporating AI-powered learning platforms can help cater to students' individual needs and enhance their autonomous learning capabilities. Additionally, teachers suggested enriching the integration of National Education and National Security Education elements within this stage.

2. Enhancing students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom
   - The target was partly achieved. The majority of students demonstrated positive engagement and participation during lesson activities, showing gradual progress in developing the habit of completing self-learning tasks on e-learning platforms. These tasks were assigned as part of home learning to foster personal responsibility and self-directed learning.
   - However, despite this progress, some subject panels noted that certain students remained reluctant to complete assigned tasks outside the classroom. Teachers also indicated that frequent encouragement and reminders were necessary to sustain student motivation for online learning.
   - To address this, the Team recommends introducing more individualized and engaging learning platforms, such as AI-powered tools, to better cater to diverse student needs and further promote autonomous learning.

Promote STREAM education to step up for self-directed learning

1. Equip students to acquire STREAM-related knowledge and skills through different learning activities
   - The target was partly achieved. The STREAM activities have effectively supported students in developing hands-on inquiry skills and constructing knowledge, as reflected in their positive feedback. However, these activities need to be modified to align more closely with the implementation of the Primary Science curriculum and digital education initiatives.
   - Adapting the activities will ensure a better integration of scientific concepts while leveraging digital tools in teaching and learning to enhance engagement and learning outcomes. This refinement will establish a more cohesive approach to fostering students' inquiry-based learning and equipping them with the essential skills for the digital age.

Feedback and follow-up actions:

1. Optimizing the 6E inquiry learning strategy in the Better Teaching and Learning Scheme 4.0
   - The Better Teaching and Learning Scheme 4.0 and the 6E inquiry learning approach have successfully enabled teachers to design meaningful and diversified learning experiences. To address areas for improvement, the Team will prioritize enhancing the 'Evaluate' and 'Extend' stages in the revised scheme. For the 'Evaluate' stage, teachers will adopt detailed questioning techniques to encourage deeper reflection and self-assessment. For the 'Extend' stage, efforts will focus on exploring more engaging self-learning methods, including leveraging AI-powered learning platforms to cater to individual needs, with the CD Team leading major subjects in empowering teaching and learning with AI. Additionally, regular workshops will be organized to equip teachers with necessary tools and techniques, tablets will be made available during lunchtime to support independent self-learning, and all subjects will continue regular collaboration meetings to effectively integrate National Education and National Security Education elements into lessons.

2. Endeavouring to further develop students' capabilities in active learning and inquiry thinking
   - The KWL strategy will continue to be implemented for Primary 3 to 6 students to foster greater

engagement and personal responsibility in their learning. To further support self-directed and extended learning, Edpuzzle and AI-powered platforms will be explored to enhance student initiative and cater to individual needs. In collaboration with the CD Team, subject panels—including Chinese, English, Humanities, and Science—will take the lead in identifying and integrating more interactive and effective tools into the learning process. Additionally, a more supportive environment for online learning will be established to help students effectively navigate e-learning platforms. For students facing challenges in accessing devices at home, arrangements will be made to provide tablets during lunchtime and self-study periods, encouraging the successful completion of online self-learning tasks.

3. Enriching students' learning experiences through STREAM education
   - The importance of integrating more relevant scientific concepts and digital tools must be recognized to ensure that activities remain engaging, purposeful, and closely aligned with curriculum goals. To achieve this, the Team will collaborate with relevant subject panels to modify and update STREAM activities, ensuring they incorporate key learning components of the Primary Science curriculum alongside modern digital education platforms.

Major Concern 2: Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being

Achievements
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships • In order to promote positive education of students, some arrangements of the school environment and classroom spaces are used to promote the messages of positive education. DC Team has utilized the space in the school campus by incorporating positive education-related information into its environment. The contents of 24-character strengths were posted on the corridor board and the individual whiteboard of each student. Class photos were showcased near the classroom door, helping to create a sense of belonging among the students. Birthday board and positive classroom spirits have been placed in each classroom. The contents of positive education were added to the design of the classroom theme board. These arrangements could allow students to get familiar with and learn about positive education, ultimately fostering a positive atmosphere within the school. According to the results of students' school-based questionnaire, over 92% of students agreed that those arrangements of the school and classroom environment could enhance their understanding of positive education and foster a positive atmosphere within the school. • DC Team would allocate dedicated time during morning class teacher periods (Monday and Friday: approximately 20 minutes), incorporating a monthly birthday celebration and a class teacher interaction session (e.g., talent shows, sharing sessions, appreciation) each week. Teachers could utilize this pre-lesson time to bring students together and foster a learning environment characterized by mutual respect, a relaxed atmosphere, and healthy practices. This would help to create a positive learning community. According to the result, over 92% students agreed that class teacher periods on Mondays and Fridays could strengthen the bonding among school and teachers, and enhance their relationships with others.

- In order to emphasize the importance of appreciation, the 'We Appreciate' program would be implemented to recognize the subject and team ambassadors who have dedicated their service to the school. Team members who have demonstrated outstanding performance in their service would be acknowledged on the 'We Appreciate' board. This could recognize ambassadors' effort and provide the opportunity for self-reflection. Additionally, other members of the team would have the chance to engage in peer-reflection, further promoting the value of appreciation. Over 92% of students agreed this scheme could help them to appreciate the strengths of themselves and others, and their sense of happiness has also been enhanced.
- In addition, students are awarded stars if they were selected as the awardees of "We Appreciate…" Award and "I Appreciate…" Award (subject-related award, students had good performance in pre-view tasks). Students who were selected to give supportive comments to those awardees would also receive stars this year. Stars would also be given if they could stay along well with other schoolmates each month and won the first three places in the interclass competitions. They would achieve the title "Master of Relationships" if they accumulate 13 stars or more this year from teachers. From the result of Po Kok SuperSTAR Award, over 90% of students could achieve the "Master of Relationship" title.

2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents

- In order to encourage students to cultivate a healthy and positive lifestyle, DC Team would allocate dedicated time during morning class teacher periods (Tuesday to Thursday: approximately 20 minutes) to incorporate regular activities such as morning exercises, stretching routines, and mental health initiatives. This time would allow class teachers to guide students in relaxation techniques, promote self-care for mental well-being, and enhance physical activity opportunities. By regularly conducting morning exercises and stretching, students could improve their muscle and joint flexibility while fostering team spirit and a sense of belonging within the school community. Additionally, this initiative would aim to help establish a unique sports culture at the school. According to the result of students' school-based questionnaire, over 92% of students agreed that class teacher periods from Tuesday to Thursday could increase their chance to rest and relax, also helped them to reduce stress.
- Class teachers and subject teachers would jointly select the awardees of the Positive Star on a monthly basis, based on their character strengths. The award would aim at assisting students in discovering their own positive attributes, helping them to recognize and developing their character strengths as they grow. This could build their sense of achievement and purpose, guiding them towards a positive life. Class teachers would prominently display the photos of the awardees on the theme board inside each classroom as a way to acknowledge their outstanding performance. Furthermore, awardees would receive stars in their personal EDX accounts as a recognition of their nomination. Over 92% of students agreed that "Positive Star" award could motivate them to recognize and develop 24 character strengths.
- To foster good nutrition habits and support students' overall health and well-being, the DC Team would promote the habit of bringing healthy snacks at school. Fresh fruits, whole grain crackers,

bread, nuts and seeds would be recommended as recess snacks. Healthy food captains and class teachers would keep checking the snacks daily. According to the result of students' school-based questionnaire, over 92% of students have brought healthy snacks and drinks to school.

- The DC Team would collaborate with the PE panel to set up multiple sports areas within the school, such as running zone, ball game zone, Ringfit zone, iPad e-sport zone, rock-climbing zone and hula-hoop zone. Sports-related recess activities would be essential for promoting physical fitness, enhancing social skills, and fostering teamwork among students. They could provide a valuable break from academic routines, allowing children to relieve stress and improve their mood. Additionally, these activities could encourage inclusiveness, allowing students of all skill levels to participate and enjoy physical exercise together. By instilling a love for sports and active play, the school would help cultivate lifelong healthy habits in our students. From teacher's observation, over 75% of students have participated in sport activities during recess regularly. From the result of students' school-based questionnaire, over 92% of students agreed that sport activities during recess cultivated their interest of doing sports and enhanced their awareness towards a healthy lifestyle.
- The DC Team would collaborate with the Moral Education panel to organize informative talks for students, with the aim of enhancing their positive attitudes and addressing the issues identified in APASO from the previous year. Besides, mindfulness and positive education theme-based activities would be arranged to students so as to strengthen their emotions and character development. Over 92% of students agreed that the assemblies could strengthen their positive values and attitude.
- To encourage students to cultivate a healthy and positive lifestyle, stars would be awarded in the student's EDX account of Po Kok SuperSTAR Award if they could i. continuously bring healthy snacks monthly, ii. be selected as a positive star, iii. actively attend activities during class teacher periods from Tuesday to Thursday (Rest and relaxation), iv. attend the weekly flag raising ceremony in Moral Education/ Integrated Learning lessons, v. establish a regular exercise habit and record monthly exercise activities in the fitness booklet, vi. eat 2 servings of vegetables during lunch time, vii. have a balanced diet and a nutritious lunch during lunch time. From the result of Po Kok SuperSTAR Award, 90% of students achieved the "Positive lifestylist" title.

3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement

- To prepare students for service and foster their enthusiasm to serve, the DC Team would continue the "Everyone has a Duty" Scheme at both class and subject/team levels. Class teachers, subject panel heads, and team leaders would select ambassadors to serve within the school. These ambassadors would receive regular training and briefings to equip them for their duties. If they fulfilled their responsibilities and attended training sessions diligently, they would be awarded stars in their Po Kok SuperSTAR account. According to the result of students' school-based questionnaire, over 90% of student ambassadors developed their self-confidence, sense of achievement and unleash their potentials through "Everyone has a duty" scheme.
- The DC Team would continue to provide opportunities for students to serve in the community, demonstrating their dedication and compassion towards others. Additionally, all P5-6 students

would participate in the "Volunteer Together" program organized by the Jockey Club in the 2nd term. The program provides students with volunteer training. It establishes positive values such as care, empathy, respect for others, a sense of responsibility, and commitment among students. These efforts would aim to provide students with meaningful service experiences and further cultivate their commitment to community engagement. After engaging in these services, students would participate in in-depth reflection activities. Two stars would be awarded in their EDX accounts.

- As mentioned above, students would be awarded stars for their responsibility and effort if they have served at school and in the community actively. They could also get stars if they were nominated as the monthly service star in class. From the result of Po Kok SuperSTAR, over 95% of students could achieve "Reputed Volunteer" title.
- The 'Exemplary Achiever' award was designed to recognize students who demonstrate outstanding performance in areas other than academics. Recipients of this award who i. were chosen as the school representatives in external competitions or performances and ii. have achieved awards (merit/outstanding/1st/ 2nd or 3rd place) in external or internal competitions. This award would serve to inspire other students by showcasing the achievements of their peers and promoting a culture of excellence within the school community. It could encourage all students to strive for their best, highlighting the importance of hard work, dedication, and resilience in achieving success. The recognition can boost the recipients' confidence and motivate them to continue pursuing their goals, not only in academics. From the result of Po Kok SuperSTAR Award, only 42% of students achieved the "Exemplary achiever" title.

Reflections

1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships

- The intended outcomes were **fully** achieved. Reviewing the performance of students, they stayed along well with the schoolmates. For the class teacher periods, teachers utilized this pre-lesson time to bring students together and foster a learning environment characterized by mutual respect, a relaxed atmosphere, and healthy practices.

2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents

- The intended outcomes were **fully** achieved. From class teachers' observation, the regular activities such as morning exercises, stretching routines and mental health initiatives improved students' muscle and joint flexibility. The class teacher periods allowed students to relax, promote self-care for mental well-being, and enhance physical activity opportunities. According to the class teachers, displaying the positive star photos on the theme board helped raise awareness of students' outstanding performance. It had shifted our students view their personal growth.
- According to teachers, the habit of bringing healthy snacks at school was developed. Most of the students brought fresh fruits and bread. Most junior students regularly engaged in sports during recess. These activities offered a valuable break from academic routines, helping children relieve stress and improve their overall mood. However, senior students were not interested in recess

activities at all. They chose a quieter approach in the recess, they focused almost entirely on chatting and connecting with their peers. Some mindfulness lunch exercises were arranged to students in the last five minutes of lunch time this year. It was the perfect way to help students transition back into learning mode.

- As reported by subject panels, most teachers successfully adopted a positive approach in their daily interactions with students, effectively integrating positive slogans as part of their teaching practices. They strategy was particularly effective in the junior grades, where actively embraced the use of these slogans to create a supportive and uplifting classroom environment. Besides, apart from recognizing effort, teachers noted that praise could be used more often and flexibly for various purposes, such as creativity and collaboration.

3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement

- The intended outcomes were **partly** achieved. Most of the students have carried out their duties punctually and properly at school. It validated the program's success in unlocking student potential through active, duty-based participation.
- The voluntary service fostered a strong sense of empathy and social commitment, helping students appreciate the importance of supporting vulnerable groups within the community. Recognizing that junior student involvement and achievement in external competitions was below expectations. The "Exemplary Achieve" award could encourage all students to strive for their best, highlighting the importance of hard work.

Feedback and follow-up actions:

1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships

- DC team would continue to cultivate a supportive environment by maximizing the use of school and classroom spaces for positive education initiatives. By adding "positive message for myself" on the students' individual whiteboards next year, the school aims to foster an environment of growth and self-awareness.

2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents

- DC Team would continue to cultivate a healthy and positive lifestyle among students. The class teacher periods activities would be continued next year. Senior class teacher would utilized class teacher periods to collaboratively discuss non-digital 'stress-relief alternatives' with students. The "Positive Star" award would be continued next year. Class teacher would spend some times in the last class teacher period of every month for "Positive Star Spotting". Allow students to nominate their classmates for a Positive Star.

- DC Team would continue to cultivate the habit of bring healthy snacks to school. DC team would continuously encourage students to participate different recess activities, such as set up various ball games on the playground to encourage greater student participation in sports during recess in order to enhance their awareness towards a healthy lifestyle DC team would collaborate with IL panel to arrange informative talks for students next year to strengthen their positive values and attitude.

3. Enrich students' diverse learning experiences and unleash individual potential. Establish students' positive and proactive attitudes towards life so as to strengthen self-confidence and enhance a sense of achievement

- The DC Team would continue the "Everyone has a Duty" Scheme in both class and subject/team levels. We would continue to join "Volunteer Together" Program organized by Hong Kong Jockey Club next year. We would provide more opportunities for junior students to engage in community service, as well as participate in external competitions.

G. Student Performance

Attitudes and affection

- The APASO (Affective and Social Outcomes Assessment) results for the 2025–2026 academic year show that our students achieved Q-scores higher than the Hong Kong norm (100) across all subscales, indicating that our students perform above the territory-wide average in these domains. Notably, the Q-scores reached the maximum of 116 across multiple subscales—including Emotion (Absence of Negative Emotions, Absence of Anxiety and Depression Symptoms), Satisfaction (School), Honesty (Honest Behavior), Moral Consciousness (Importance), School Climate (Non-loneliness, Sense of Belonging), Reading (Non-assigned Reading Materials), National Identity (Responsibility, Duty, Pride, Care, National Flag, National Anthem, Achievements), Teaching (Teacher Support), International Outlook (Respect for Diversity), and Respect for People from Diverse Cultural Backgrounds. This places our students' performance above the average of 85% of schools in Hong Kong. These findings reflect the effectiveness of activities planned by the Guidance and Counseling Team and other departments in fostering politeness, respect, and appreciation among students. Furthermore, with the school's continued focus on promoting student mental health this year, students' negative emotions have shown sustained improvement.
- The high scores in 'School Climate (Sense of Belonging)', 'School Climate (Non-loneliness)', 'Emotion (Positive Emotion)', and 'Self-Concept (Emotional Stability)' demonstrate that students possess a strong sense of school belonging and have established positive relationships based on mutual trust with teachers. Recognition from teachers of students' efforts has successfully guided students to engage in learning and overcome challenges with an optimistic, proactive attitude. At the same time, the school actively offers diverse platforms and activities for students to practice mutual appreciation and gratitude, effectively creating a positive campus culture and strengthening harmonious interpersonal relationships. Looking ahead, the school will continue to deepen positive education, striving to unlock students' personal strengths, enhance their resilience, and guide them to practice positive thinking in adversity, thereby comprehensively boosting their well-being.
- However, data indicates issues with IT and internet addiction, as students overly rely on electronic

devices for entertainment and experience negative emotional shifts when deprived of these devices. Amid rapid societal changes, students face greater competitive pressure. Therefore, the school should help students establish healthy lifestyle habits and physical fitness routines, while continuing to strengthen student mental health. This will help them navigate challenges, reduce electronic device dependency, and alleviate negative emotions. Leisure reading also requires improvement; the School Library Team can continue encouraging students to read during designated leisure reading sessions and add trendy books to classrooms and the library to attract students to read in their spare time. Lastly, Primary 3 and Primary 4 students performed below the Hong Kong norm in 'International Outlook'. It is recommended that General Studies teachers emphasize empathy in the classroom to help students understand the connection between global issues and themselves, integrating news and global topics into relevant lessons to promote students' international vision and awareness of world events.

Participation and achievements

- Throughout the year, our students took part in various inter-school community competitions, such as the Speech Festival. A total of 43 students participated and received awards.
- In the academic arena, our students have earned a range of outstanding achievements. This year's Speech Festival brought them 45 awards in total, including one Group Champion, one Group 1st Runner-Up, one Solo 1st Runner-Up, 32 Certificates of Merit, and 10 Certificates of Proficiency.
- As recognition of our students' academic achievements, 3 students received the Harmony Scholarship (2025-2026), 4 students were awarded the Wan Chai District Best Student Award (2025-2026), and 1 student earned a Distinction Award as well as 3 students received Merit Awards in the Global International Competitions and Assessments for Schools (ICAS) 2025-2026.In recognition of their participation in community service, our students were also honored with the Outstanding Member Award from the Community Youth Club.
- In the sports field, our students also achieved remarkable results. Their awards included the A.S. Watson Group Hong Kong Student Sports Award (2025-2026), a Merit Award in the Hong Kong Island East Area Inter-Primary Schools Futsal Competition, a Champion title in Boys Grade A 100m at the Hong Kong Island East Area Inter-Primary Schools Athletics Competition (2025-2026), and a 1st Runner-Up position in Grade A 100m at the South China Athletic Association Inter-Primary School Athletics Meet (2025-2026).They also received Highly Commended Awards in the Oriental Dance categories–Senior Solo, Junior Solo, and Senior Group–at the 62nd School Dance Festival.

H. Evaluation of Comprehensive Student Guidance Service Year Plan

Period	:	09/2025 – 08/2026
Name of School	:	Po Kok Primary School
Student Population	:	402
Name of Agency	:	Hong Kong Playground Association
Name of Worker	:	LEE Yan-yi, Venus & LIN Zhuo-ru, Jamson

(I) Casework services

1. Distribution of Cases by Status

Types of Case	Number
a. No. of active cases brought forward from last school year	9
b. No. of new cases opened during the period	8
c. No. of new re-activated cases during the period	0
Total cases (a + b + c)	17
d. No. of cases closed during the period	6
e. No. of cases carried forward to next school year (a + b + c - d)	11

2. Distribution of Cases by Class

Class	Number	Class	Number	Class	Number
P.1	2	P.2	4	P.3	1
P.4	0	P.5	6	P.6	4
Total no. of cases: 17					

3. Sources of referrals

Sources of referrals	Number
School Principal/Vice-Principal	0
Teachers of Discipline and Counselling Team / Teachers	13
Parents / guardian of students	2
Student Guidance Personnel (SGP) / School Social Worker (SSW)	2
Total:	**17**

4. Cases nature

Cases natures	Number
Learning Problems (e.g. unmotivated towards learning, inadequate study skills…)	3
Conduct Problems (e.g. act of dishonesty, habitual lateness, disruptive behavior in school…)	5
Family / Environmental Problems (e.g. inadequate /inappropriate parental guidance and supervision, problems in family relationship…)	2
Emotional / Psychological Problems (e.g. mood complaints, self-destructive behavior, anxiety problems…)	5
Health / Physical Problems (e.g. poor health or frequent illness, physical impairment …)	0
Social / Developmental Problems (e.g. inadequate social skills in relating with others, sex related issues…)	2
Total:	**17**

5. Case Contact (as of 30/06/2026)

Nature	No. of Contact
1. Case Interview	97
2.Visit	4
3.Escort	23
4.Phone Contact with Client	0
5.Letter/Referral/Report	2
6.Group/Programme Session(s) for Clients	173
7.Intra-school Contact	547
8.Other Collateral Contact	94
9. Case Conference	96
10. Others (Specify): Causal Contact	315
11. Family Contact	317
Total:	**1668**

6. Consultation services (as of 30/06/2026)

(1) No. of consultation cases: 67 cases

(2) Consultation statistics

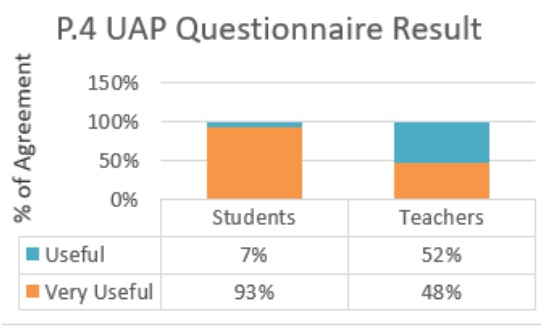
Source of Consultation	Number
1. Students	137
2. Discipline Teacher	51
3. Other School Staff (e.g. teachers…)	23
4. Family Members	66
5. Others (educational psychologist, NGOs…)	149
Total:	**426**

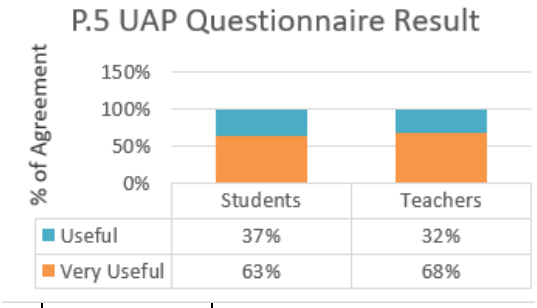
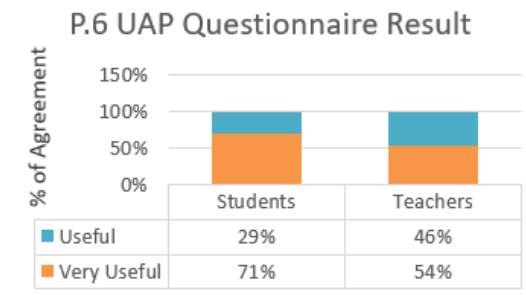
(II) Integrated Learning

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
2.1 Integrated Learning	• A new, tailor-made school curriculum has been developed to integrate personal growth and moral education, specifically addressing the needs of NCS students. • This curriculum supports students in building fundamental knowledge and skills while fostering positive values and attitudes across five key areas: Moral Education, Reading Across the Curriculum, Information Technology and Literacy, National Education, and STREAM.	• 09/2025-06/2026	• /	• P.1-6 (402 students)	• A student survey revealed that 82% of students believe that engaging in class activities enhances their skills in active learning and critical thinking. The majority make an effort to tackle questions of different complexities and work collaboratively with peers on educational tasks. • Over 90% of participants concurred that such activities significantly improve their comprehension of personal strengths. Similarly, more than 90% felt that these activities assist in understanding and accepting their emotions, enabling them to articulate and share these feelings with others. Many also noted that these experiences contribute to fostering deeper, more authentic relationships with their classmates. • For evaluation statistics, please refer to the APASO scale.

(III) School-based counselling activities

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
3.1 Po Kok SuperSTAR Scheme	• To encourage students to have excellent performance and build up positive life values in the aspects of "IMPRESS" – I: Independent Learner M: Master of Relationship P: Positive Lifestylist R: Reputed Volunteer E: Exemplary Achiever S: Scholastic Reader S: Smart Pokokese	• 09/2025-06/2026	• /	• P.1-6 (402 students)	• According to the results of the Po Kok SuperSTAR Award Scheme, over 80% of students were awarded the title of "Independent Learner", the "Master of Relationship", "Positive Lifestylist" and the "Reputed Volunteer". However, only 42% received the "Exemplary Achiever" title, which fell short of this year's target. • Overall, the intended outcomes were partially met. Most students agreed that the scheme helped them develop positive life values and enhanced their initiative in showing care and appreciation. • For detailed evaluation

					statistics, please refer to the report from the Discipline and Counselling Team.
3.2 Inter-class competition • Discipline • Courtesy	• The programme aimed at promoting good sense of responsibility, self-discipline, proper attitude to get along with other people and self-care activity among students. Teacher will score the class according to programme guidelines. • Discipline competition was held from September to October 2025, and February to March 2026. Courtesy competition was held from November to December 2025 and April to June 2026.	• 09/2025-06/2026	• /	• P.1-6 (402 students)	• Here is the winners in each month of Discipline competition: (Junior Form: P1-3 Senior Form: P4-6) Sep-Oct: Junior Form: 3A Senior Form:6A Mar-Apr: Junior Form:1A Senior Form:4A • Here is the winners in each month of Courtesy competition: Nov-Dec: Junior Form:3A Senior Form:6A May-Jun: Junior Form:1A Senior Form:4A • From the observation of teachers and feedback of students, the inter-class competition helped students enhance their ability to practice self-discipline. • Students 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 the evaluation report of Discipline and Counselling Team.
3.3 Understanding Adolescent Project P.4 - P.6	• By joining this programme, students can enhance their sense of efficacy and maintain a positive mindset. • Students are accustomed to working in groups to complete tasks, which improves their social skills and attitudes when facing challenges. This approach also strengthens their ability to identify and manage emotions. Each activity includes a debriefing session for reflection and learning. • P.4 UAP Activities included: 1 opening ceremony, 6 group training sessions, 1 day camp activity, 1 parent-child day camp, 1	• 09/2025-06/2026	• 15 sessions	• 15 students	• P.4 to P.6 UAP was coordinated by Hong Kong Playground Association. All the expenses were provided by Po Kok Primary School.  • All P.4 UAP activities have been completed this school year. Students were enthusiastic to join the activities held. According to the results of the students'

	parent-child workshop, 1 overnight camp, 3 Journey of Love sessions and 1 closing ceremony.				questionnaires, 93% students agreed that "UAP" is very useful for their development while 7% of the students agreed that "UAP" is useful for their development. Besides, according to the teacher survey, 48% of teachers agreed that "UAP" is very useful for students' development while 52% of teachers agreed that "UAP" is useful for students' development.
					
	• P.5 UAP Activities included: 1 reunion, 6 group training sessions, 1 day camp activity, 1 parent-child workshop, 2 golden meetings.		• 11 sessions	• 8 students	• All P.5 UAP activities have been completed this school year. Students were enthusiastic to join the activities held. According to the results of the students' questionnaires, 63% students agreed that "UAP" is very useful for their development while 37% of students agreed that "UAP" is useful for their development. Besides, according to the teacher survey, 68% of teachers agreed that "UAP" is very useful for students' development and 32% of teachers agreed that "UAP" is useful for students' development.
					
	• P.6 UAP Activities included: 1 reunion, 6 group training sessions, 3 golden interviews, 1 parents' workshop and 1		• 12 sessions	• 16 students	• All P.6 UAP activities have been completed this school year. Students were enthusiastic to join the activities held. According to

	day camp activity.				the results of the students' questionnaires, 71% students agreed that "UAP" is very useful for their development while 29% of students agreed that "UAP" is useful for their development. Besides, according to the teacher survey, 54% of teachers agreed that "UAP" is very useful for students' development and 46% of teachers agreed that "UAP" is useful for students' development • For the evaluation statistic, please refer to the evaluation report of UAP.
3.4 Prefect Training Camp	• To enhance prefects' commitment and leadership • To strengthen prefects' communication and problem-solving abilities • To assist prefects in the implementation of duties	• 17/10/2025	• 1 session	• P.4-P.6 (44 Prefects)	• A group of 44 prefects attended the day camp, where they actively participated in various activities. • This training camp enhanced their commitment and leadership skills, helping them better understand their roles. It also equipped them to handle their responsibilities and tackle challenges effectively. • Feedback from students and observations by the Discipline Teacher and Social Worker indicated that all participants were satisfied with the experience. Additionally, every prefect acknowledged gaining valuable communication skills and recognized the importance of teamwork and self-discipline.
3.5 Support P1 students	• To assist P.1 students to acquire skills and proper ways to get along well with other people in order to have good adjustment in the school by catering 1. Bridging course 2. Ice-breaking Activity 3. Self-management Activity 4. Intensive remedial group (if necessary)	• 07/2025-09/2025	• 3 (Ice-breaking Activity) • 5 (Self-managment Activity)	• P.1A • P.1B • P.1C (69 students)	• Three classes of P.1 students attended the summer bridging course from mid-July to early August to learn Chinese and familiarize themselves with the school environment. • In early September, these P.1 students took part in ice-breaking and self-management activities, where they enjoyed games and interactive sessions. With clear guidance, most students followed

					instructions well, which helped them gain a better understanding of their subjects, teachers, and school. • Feedback from teachers and observations by social workers indicated that most students could recognize their textbooks, learn to read the timetable, practice packing their school bags, remember their subject teachers, and effectively use self-care skills after participating in the activities.
3.6 Support P6 students	• To assist P.6 students in gaining a deeper understanding of secondary school life and prepare them for the transition. • To strengthen the connection and adaptation for P.6 students moving to secondary school, equipping them to embrace this new stage of learning. • Planned Activities: 1. Pre-S1 Workshop 2. Parents' Seminars and individual meeting	• 09/2025-07/2026	• 3 (Pre-S1 Workshop)	• P.6A • P.6B • P.6C (55 students)	• This year's programme focused on assisting P.6 students in their transition to secondary school, with activities proving effective in several key areas: 1. Pre-S1 Workshops: • Students expressed a keen interest in learning about secondary school life. These workshops provided valuable insights into study methods, available subjects, the school environment, and preparation tips. • During the sessions, students participated in group presentations, which enabled them to discuss their concerns about transitioning, set expectations for secondary school life, and develop strategies for adapting to a new environment. Consequently, all students discovered ways to ease their transition and demonstrated increased confidence. • Feedback from students indicated complete satisfaction with the workshops. All participants agreed that the workshops improved their understanding of secondary school learning, boosted their confidence in adjusting to a new school environment, and guided

					them on where to seek support when needed. Some students comment that the workshops were particularly helpful for gaining a deeper understanding of secondary school dynamics. • Observations by teachers and social workers further confirmed the positive impact of these sessions on students' readiness for secondary school. 2. Parents' Seminars and Individual Meetings: • These sessions greatly improved communication between parents and teachers, offering essential information about the secondary school system. Parents reported feeling more confident in their ability to support their children through this transition. • Overall, the programme successfully enhanced students' comprehension of secondary school life and facilitated a smoother transition, as evidenced by the positive feedback from both students and parents.
3.7 Positive Ambassador (Big Brothers Big Sisters Scheme)	• There were two teams in the scheme: • Team A (P.4-5) 14 students assisted P.1 students during recess and lunch time. • Team B (P.5-6) 37 students paired with junior students (P.2-3) for daily paired-reading activities in the student support room during the class teacher period. • A systematic training which was designed by Educational Psychologist. 3 training workshops was given to Positive Ambassadors by school social worker. • 1 training day camp activity was provided with focus on enhancing	• 09/2025-06/2026	• Every morning Class-teacher period, lunch time & recess • 224 sessions	• Senior students: P.4-P.6 (51 students) • Junior students: P.2-P.3 (49 students)	• The Positive Ambassadors programme effectively engaged students through a variety of impactful activities. • The School Social Worker conducted three training sessions and a day camp, providing all Positive Ambassadors with crucial skills and opportunities for leadership development. • Students of Team A assisted P.1 students during recess and lunch by helping with snacks and lunch clean-up. This initiative created a supportive environment, ensuring younger students felt more at ease and cared for. • Team B collaborated with junior students in daily paired-reading sessions held

	students' commitment and leadership abilities.				in the student support room. This partnership not only enhanced the literacy skills of the younger students but also fostered a positive learning atmosphere and improved social interactions. • Positive Ambassadors from both teams actively carried out their responsibilities throughout the year. Most participants successfully completed their roles, gaining valuable leadership and support experience. • Feedback from the Positive Ambassadors indicated significant improvement in their communication and leadership abilities. • Junior students also reported benefits, while observations by the social worker highlighted the paired reading sessions as instrumental in developing consistent reading habits and enhancing communication skills among the juniors. • For detailed evaluation statistics, please refer to the evaluation report of the Student Support Team.
3.8 Community Participation	• Volunteer Training and Community Services • To encourage students to participate in different volunteer services in order to help the people in needs in the society • To enhance students' commitment and leadership via voluntary work	• 09/2025-06/2026	• /	• P.1-6 (402 students)	• A kindergarten visit and several flag-raising events were organized for students and their parents. Feedback from both groups was overwhelmingly positive, reflecting an enhanced sense of community spirit. • Comprehensive volunteer training sessions were held to improve students' understanding and skillset related to service. These sessions prepared them for their roles and nurtured a commitment to community involvement. • Various Community Youth Club (CYC) service activities took place within the school, leading students to feel a strong sense of achievement, which motivated them to pursue further volunteer opportunities. This year, the

					CYC team earned the merit award for community service in the Wan Chai district, with one student receiving the Outstanding CYC Member award. • Additionally, all students from P5 to P6 participated in Social Inclusion activity organized by the JC VOLUNTEER TOGETHER in the second school term. This initiative provided students with meaningful service experiences, further nurturing their commitment to community engagement. • Overall, these initiatives not only enriched the students' experiences but also fostered a culture of service and community engagement within the school.
3.9 Educational student seminars	• To tie in different topics of Integrated Learning Curriculum, relevant seminars were conducted in Integrated Learning Lessons	• 09/2025-06/2026	• /	• P.1-6 (402 students)	• A series of seminars covered important topics such as cyber wellness, social relationships, emotional regulation, positive thinking, healthy living, and environmental care. • Students were highly engaged and participated actively, showing strong interest throughout the sessions. Feedback revealed that the seminars greatly increased students' awareness of emotions, improved their understanding of online and home safety, and expanded their knowledge of environmental and community protection. • For detailed evaluation statistics, please consult the evaluation report from the Discipline and Counseling Team.

(IV) Programmes for specific targets

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
4.1 Support students with SEN	• To assist SEN students in different training programmes, including 1. Social Skills Training 2. Attentiveness	• 09/2025-06/2026	• /	• Selected P.1-P.6 (24 students)	• The programme successfully achieved its intended outcomes. Teachers and the school social worker observed that

	Training 3. Self-management Training (AIMs Project) • To provide individual trainings for 7 Individual Educational Plan (IEP) cases • To provide in-class support to SEN students during their lessons to assist with their learning and emotional control • To escort students and their families to attend the Psychiatric Service and follow-up appointments				most students were motivated to learn and actively participated in the training sessions. Evaluation results showed that a majority of students understood the aims and content of the trainings and agreed that these sessions substantially enhanced their communication and self-management skills. • In addition, the school social worker provided individual training for 7 IEP cases focused on social and emotional development. The IEP evaluation indicated improvements in social skills and emotional regulation for all seven cases. • The social worker also offered in-class support tailored to the needs of SEN students, either throughout the school day or during specific lessons. A part-time social worker was available during lessons to assist students in managing their emotions and impulsive behaviors. This support helped SEN students remain calm, enabling more effective learning and deeper engagement with their studies. • For students suspected of having SEN, the social worker accompanied them to assessments at the Psychiatric Service and followed up with additional appointments as needed. • For comprehensive evaluation statistics, please consult the Student Support Team Report.
4.2 P.1 Self-management skills training programme	• To enhance students' self-management and problem-solving ability	• 06/2026	• 5 sessions	• P.1 (11 selected students)	• The self-management training group was facilitated by the Student Support Team in collaboration with Heart In Life. Through targeted activities, students learned to set goals, manage their time effectively, and tackle challenges independently. • Observations by teachers and the school social worker indicated that students were

					actively engaged in the activities and demonstrated a clear understanding of the aims of the tasks. This involvement contributed to their growth in self-management skills and overall confidence.
4.3 Thinking Skills Training for SEN Students	• The programme aimed at improving students' logical and critical thinking skills • It provided a chance for students to enhance their problem-solving skills • Selected students from P.4 to P.6 were divided into 3 groups, with a total of 6 sessions for each group	• 01/2026	• 18 sessions	• P.4-P.6 (29 students)	• The programme was facilitated by the school social worker in cooperation with Heart In Life. • Throughout the sessions, students developed and applied different thinking skills to complete tasks, learning how to integrate these skills into their academic experiences. • Observations and feedback indicated that students could articulate what they learned from the groups and to apply these methods to their studies.
4.4 Social skills training programme	• To enhance the social skills of SEN students	• 09/2025-12/2025	• 3 sessions	• P.3-P.4 (11 selected students)	• The programme was provided by the school social worker in collaboration with the Baptist Oi Kwan Social Service during 3 sessions of ECA Story Timmy on Tuesdays. • Observations by teachers and the school social worker indicated that most students actively participated in the activities and learned to cooperate with their groupmates during the sessions. • According to the evaluation forms, 100% of students agreed that this group helped them improve their peer relationship, social and communication skills, and all students learned to respect others. • For detailed evaluation statistics, please refer to the results of the group questionnaires.
4.5 Health Ambassador Training Group	• To increase students' knowledge of Physical Wellness • To enhance students' awareness of maintaining a positive healthy lifestyle	• 10/2025-11/2025	• 4 sessions	• P.3-P.4 (11 selected students)	• The school social worker collaborated with the United Christian Nethersole Community Health Service to organize a training group, which conducted four ECA Story Timmy sessions on Tuesdays.

					• During these sessions, students learned about common infectious diseases and injuries that affect school-age children. They were also educated on the significance of maintaining a healthy diet and engaging in regular exercise to enhance their overall well-being. • Feedback from both the school social worker and the students indicated an increase in confidence among participants, who felt more prepared to support their peers and promote a healthy lifestyle at school following the training.
4.6 Cyber Wellness Group	• To enhance students' insight into their online habits • To understand the impact of cyber addiction and its effects on daily life	• 03/2026-05/2026	• 6 sessions	• P.3-P.4 (11 selected students)	• The programme was provide by the school social worker in partnership with the FEEL3 Youth at Cyber Risk Support Service over six ECA Multi-Intelligence sessions held on Fridays. • During these interactive sessions, students participated in discussions, activities, and self-reflection exercises. This method helped them gain a deeper understanding of their relationship with electronic devices. • According to the evaluation questionnaire, 80% of students reported an enhanced understanding of the causes and effects of internet addiction. Meanwhile, 90% of participants learned how to manage their screen time to prevent cyber addiction. The group is also providing them with essential tools for responsible digital use. • For more detailed evaluation statistics, please refer to the results of the group questionnaires.
4.7 Fine motor training group	• To help students develop strength and coordination of the hand muscles • To develop students' motor skills	• 04/2026-05/2026	• 4 sessions	• P.3-P.4 (11 selected students)	• The programme was provided by the school social worker with the collaboration with SWD Causeway Bay Integrated Family Service Centre during the sessions of ECA. • Students participated

					actively and enjoyed doing artwork. Most were able to complete tasks under clear instructions. The group not only provided a chance for students to practice their fine motor skills but also introduced the concept of Color Psychology, allowing them to choose colors to express their feelings. • Observations by teachers and the school social worker indicated that students were actively engaged all students agreed that the activities enhanced their awareness and understanding of emotions.
4.8 Emotional regulation programme	• To improve student understanding of emotions • To enhance students' emotional regulation skills	• 09/2025-05/2026	• 18 sessions	• P.5-P.6 (12 selected students)	• This programme was provided by the school social worker in collaboration with Baptist Oi Kwan Social Service, the SWD Causeway Bay Integrated Family Service Centre, and the Healing Pulse Arts Psychotherapy Centre. • It took place over 18 sessions during the ECA Multi-Intelligence sessions on Fridays. The aim of the programme was focus on using Expressive Art and Music Therapy to help students better understand their emotions and boost positive feelings. • Feedback from student questionnaires revealed that all participants felt their understanding of emotions had improved. They became more aware of their feelings and learned how to express them creatively and effectively, with all students expressing satisfaction with the group. • During the sessions, students participated in various activities that incorporated handcrafts and music as a means to express their emotions. Observations and feedback by teachers and student indicated that participants felt a sense of relief after engaging in the programme. For a more detailed evaluation, please

					refer to the results of the group questionnaires.
4.9 Emotion Sunshine Group	• The aim of this group is to enhance students' awareness of emotional and mental health, helping them learn to manage their emotions, develop a growth mindset, and improve their resilience	• 04/2026-05/2026	• 6 sessions	• P.6 (5 selected students)	• The group was facilitated by the school social worker in collaboration with the Education Bureau's Educational Psychology Service (Hong Kong) Section. • During the sessions, students participated in warm-up activities and interactive discussions aimed at understanding the basic concepts of emotions and their effects on the body. They explored various emotional intensities and learned how to express their feelings appropriately. • Feedback from student questionnaires showed that all participants grasped the idea of neuroplasticity and utilized techniques such as positive self-talk to enhance their confidence. They also learned to transition from negative "cloudy thoughts" to more positive "sunshine thoughts", which helped them recognize and shift away from negative thinking patterns. In the final phase of the group, students evaluated the advantages and disadvantages of different problem-solving strategies, mastered CBT techniques for managing negative emotions, and revisited the importance of seeking help and finding support. • Overall feedback from students indicated that they actively participated in all sessions, gained a deeper understanding of emotional management, and developed a support system to better cope with various life challenges.
4.10 Student Career Experience Workshop	• Students engaged in simulated workplace games to experience the job application process and basic work tasks. This workshop provided insights into entry requirements and skills for various industries,	• 17/6/2026	• 1 session	• P.5 (80 students)	• The group was facilitated by the school social worker in collaboration with the Hong Kong Life Planning Association Limited. • Students actively engaged in the simulated activities, showing enthusiasm and

	helping students discover their interests and plan their career paths. This initiative prepared them mentally and skillfully for their job-seeking journeys				effectively applying new skills in the job application process and teamwork exercises. • Feedback from students was positive, noting that the workshop enhanced their understanding of job seeking and allowed them to explore various career options. Suggestions for improvement included adding more real-life scenarios and industry representatives for Q&A sessions. • Teachers observed improvements in students' confidence and communication skills, praising the workshop for providing practical experience and fostering self-reflection.
4.11 Donation of stationaries by St. James Settlement	• The community resource aims at improving the learning conditions of underprivileged student	• 06/2026	• 1 session	• P.1-P.6 (40 students in need)	• The school social worker has utilized different community resources for students in need. • Both students and parents expressed that it helped students a lot. They were very grateful to receive the subvention.

(V) Student support activity

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
5.1 P.6 Graduation Camp	• To enhance team spirit • To enhance the ability of problem solving • To provide opportunities for students to gain life experience in the natural environment and extend classroom learning	• 22-24/4/2026	• 7 sessions	• P.6 students	• The social worker played a crucial role in supporting students throughout the graduation camp, ensuring everyone had a safe and enjoyable experience. • By addressing issues in the absence of instructors, the social worker helped sustain a supportive environment for all participants. • Students appreciated the graduation camp as an opportunity to bond and share their experiences with each other. • The camp's diverse activities enhanced students' communication and problem-solving abilities, providing them with valuable skills for future interactions.

(VI) Activity for Parents and teachers

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
6.1 Parent day supporting programme	• To provide different information, including social services for ethnic minorities, SEN information, health information, etc. to Non-Chinese parents. This would help to enlarge their network in the community	• 30/01/2026 & 07/07/2026 & 13/07/2026	• 3 sessions	• Parents	• The school social workers played a crucial role in Parents' Day by coordinating meetings with the parents. • Booths were set up to provide essential information, offering access to community resources and addressing their concerns. • This approach ensured that families were informed about the various support services available to them and their children.
6.2 Parent and Child Fun Workshop	• To enhance positive communication and relationship between parents and children through activities	• 5/12/2025 & 9/6, 12/6, 16/6/2026	• 4 sessions	• 17 families	• The workshops partnered with the SWD Causeway Bay Integrated Family Service Centre. • Parents and children had a great time participating in games and crafting activities together. Feedback from both groups was overwhelmingly positive, with many agreeing that the activities greatly improved their communication and expressing satisfaction with the organization and content of the workshops.

(VII) Administration Work and others

Services / Programmes	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
7.1 School Meeting	• 09/2025-07/2026	• /	• Parents and students	• Attended different school meetings such as the IEP meetings, meetings with EP, the school Discipline and Counselling team, the Student Support Team meetings, etc.
7.2 Assessment and Examination Invigilation for SEN students	• 09/2025-07/2026	• /	• SEN students	• The social worker supervised the invigilation and provide assistance for SEN students.
7.3 Contact with SWD & NGOs	• 09/2025-07/2026	• /	• Staff of SWD & NGOs	• Maintained close contact and relationship with SWD & NGOs to network suitable and valuable resources for the school.
7.4 School Functions	• 09/2025-07/2026	• /	• Parents and students	• Assisted with the school Opening Ceremony, End of Year Ceremony, School Trip, Sports Day, School Vaccination Day etc.

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

1. Casework service

This school year, a total of 17 cases were managed, including 9 carried over from last year. The primary issues identified were behavioral problems (29%) and emotional problems (29%), followed by learning problems (18%), lack of social skills (12%), and family issues (12%). Notably, 59% of the cases involved senior grade students (P.4 - P.6), who primarily faced challenges related to school pressure, interpersonal relationships, and emotional management. The school social worker frequently engaged with these students during recess and lunch, and arranged individual meetings during minor subject lessons. In contrast, 41% of junior cases dealt with challenges linked to behavioral and anxiety issues, requiring significant classroom support from the school social worker during lessons.

Cases involving a lack of social skills and behavioral issues predominantly affected students with special educational needs. Emotional concerns, such as excessive anxiety, emotional outbursts, and depressive moods, were more closely related to family dynamics and interpersonal relationship issues. To address these concerns, the social worker implemented various intervention strategies, including individual counselling, group work, programmes, communication with parents and teachers, and community support, all aimed at effectively enhancing student progress.

2. Groups and programmes

To align with the school's major concerns and address the developmental needs of all students, the social worker organized group activities and programmes aimed at enhancing positive emotions, social and communication skills, and positive life attitudes. These activities provided students with opportunities to reflect on themselves, interact with peers, and build meaningful relationships. Furthermore, students were encouraged to explore their interests and potential through participation in these engaging programmes.

3. Consultation Services

During consultations, the primary issues identified were learning disabilities, inadequate self-care abilities, a lack of social skills, insufficient learning motivation, behavioral problems, emotional challenges, and family issues. Of these, behavioral problems and emotional challenges were the most prominent. Consequently, it was crucial for the Discipline and Counselling Team to work closely with the Student Support Team. Throughout the year, these teams collaborated effectively to address these challenges.

4. Community service collaboration

The social worker cultivated strong partnerships with community organizations, contributing vital manpower and programme support to the school. These collaborations enabled a variety of activities and provided valuable resources for both students and parents. Through workshops and informational sessions, families became more actively engaged with the school community. By seeking feedback, the social worker was able to customize programmes to address specific needs, ensuring resources remained relevant and accessible. Dedicated to continuous collaboration, the social worker strives to enhance community resources, empowering families and fostering positive outcomes for students.

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

The school social workers primarily collaborated with both the Discipline and Counselling Team and the Student Support Team. Now in the second year at the school, school social workers have fostered professional and collaborative relationships with various stakeholders, including school personnels, students, and parents. This robust support network has been crucial in ensuring school social workers' efforts are effective, contributing to a positive environment for both students and teachers.

In summary, we are immensely grateful for the strong support and trust from the school principal regarding our work. Their encouragement has been essential in navigating challenges. I also appreciate the steadfast assistance from the team leaders of the Discipline and Counselling Team and the Student Support Team, and all the teachers. These collaborative efforts have enabled us to implement initiatives successfully, helping students make steady progress in their development. Together, we are creating a supportive atmosphere that nurtures both academic and personal growth for all students.

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

1. Alignment with Positive Education: To support the school's primary aim of implementing positive education, it is recommended that the school continues organizing activities that enhance students' character strengths and foster a culture of positivity.

2. Enhancing Social Skills: To improve students' social skills and reduce social anxiety, the school could organize more small group activities during recess or lunch. This approach would encourage social interaction and promote group collaboration among students.

3. Mental Health Promotion: Mental health remains a key focus. It is recommended that workshops and activities be organized next year to raise awareness about mental health and strengthen students' resilience and emotional regulation skills. Designing a comfortable environment such as a Student Support Room with a cozy and relaxing vibe will provide a space for students to rest during emotional distress, fostering a supportive environment for their well-being.

4. Addressing Online Usage: Tackling the issue of excessive online usage among students requires more than just seminars and workshops; it's essential to incorporate experiential activities that offer a more profound understanding of the consequences of online addiction. Creating a video that highlights the negative impacts of excessive online use and airing it on Campus TV could effectively capture students' attention and promote healthier online habits. Additionally, it's vital to design educational programmes aimed at parents, providing them with tools and strategies to better manage their children's screen time.

5. Child Protection Awareness: As the Mandatory Reporting of Child Abuse Ordinance is effective since January 20, 2026, school is advised to organise workshops for parents to explain the regulations and raise awareness about child protection.

6. Family Support and Cooperation: Enhancing family support and providing education for parents to aid in their children's psychological development through home-school cooperation is essential.

7. Community Partnerships: Building strong partnerships with community organizations will ensure valuable resources for the school. Maintaining close cooperation with the Social Welfare Department (SWD) and NGOs will benefit programmes and support students in need.

Prepared by : LEE Yan-yi, Venus
LIN Zhuo-ru, Jamson (Name)

School Social Worker (Post)

Contact Tel. No.: 2121 1829

I. Evaluation for Government Funding

1. Evaluation for 'Capacity Enhancement Grant'

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
• Relieving teachers' workload for curriculum development	• To employ 1.5 full-time janitors and 1 part-time janitor to assist in the daily routines, for example, cleaning and photocopying	• 09/2025 - 08/2026	• A sum of $531,768.98 was used to cover the salary and MPF of 2 full-time janitors, 1part-time janitor from 01/09/2025 to 31/08/2026, 1 full-time IT staff from 18/05/2026 to 31/08/2026 and 1 full-Time accounting staff from 17/08/2026 to 31/08/2026.	• 1 full-time janitor and 1 part-time janitor were employed to assist in the daily routines, for example, cleaning and photocopying. • According to the teachers' questionnaire, 100% of teachers agreed that the janitors had assisted in the daily routines and helped lessen the workload of the teachers.	• It was suggested to continue employing 1 full-time janitor and 1 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	• 09/2025 - 08/2026	• A sum of $691,569.94 was used to purchase consumables, IT equipment and online services from 01/09/2025 to 31/08/2026.	• IT team has purchased consumables, IT equipment and online platform to enhance school IT facility and online learning.	• It was suggested to continue purchasing consumables, IT equipment and online platforms.

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	• 09/2025 - 08/2026	• A sum of $320,110 has been used to purchase on-site TSS service provided by Speedy Group Limited From 01/09/2025 to 31/08/2026.	• On-site TSS had supported the teachers with the use of IT.	• It was suggested to continue purchasing on-site TSS service from companies as there are difficulties in employing TSS.

4. Evaluation for 'New Funding Mode Learning Support Grant'

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
• To expand the number of teaching assistants and counsellor in order to provide extra support for SEN students	• To employ 1 teachers and 2 full-time teaching assistants	• 09/2025 - 08/2026	• A sum of $766,190 was used to cover the salary and MPF of 1 teachers and 2 full-time teaching assistants from 01/09/2025 to 31/08/2026.	• According to the appraisal system, the performances of the teachers and teaching assistants were satisfactory.	• 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	• 09/2025 - 08/2026	• A sum of $368,595 was used to purchase different training services and learning aids. (Dyslexia training $66,500, Behavior training $65,025, Memory, thinking, Problem-solving skills and attentiveness training $136,000, Stationery, Paired-reading Materials, Learning materials $144,633.26, Prize $3,355.42, ICAS $2,102.50.	• According to the lesson observations and the progress reports of the students, the performances were satisfactory.	• The training programmes were necessary for the next academic year and the purchase of professional service providers was necessary to provide professional support for SEN students.

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

[*]Name / Type of activity	Actual no. of participating eligible students[#]			Average attendance rate	Period / Date activity held	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner / service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
• Visit cup Noodles Museum	0	11	4	• 100	• 05/01/2026	• $4,190	• Observation	• Cup Noodlies Museum	• Students' interest in balanced diet was fostered. They have cultivated valuable life skills.
• Disneyland STEAM Workshop	0	20	6	• 100	• 16/01/2026	• $9,625	• Observation	• Hong Kong Disneyland	• Students explored the STEAM Programme in the Hong Kong Disneyland.
• Disneyland STEM Workshop	0	18	6	• 100	• 16/01/2026	• $10,415	• Observation	• Hong Kong Disneyland	• Students explored the STEM Programme in the Hong Kong Disneyland.
• Bakery Workshop	0	36	11	• 100	• 06/01/2026	• $11,350	• Observation	• Dodomities Bakery	• Students understood how to make bread to enhance flavor and explored ways to prepare meals that were both delicious and nutritious. They respect the culture of different countries as well.
Total no. of activities: 4									
[@]No. of man-times	0	85	27		Total Expenses	$35,580			
[**]Total no. of man-times	112								

Note:
[*] Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.
[@] Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
[**] Total no. of man-times: the aggregate of man-times (A) + (B) + (C)
[#] Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

Project Effectiveness:

In general, how would you rate the achievements of the activities conducted to the benefitted eligible 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	✓					
Personal and Social Development						
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	✓					

Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box.)

☐ unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);

☐ difficult to select suitable non-eligible students to fill the discretionary quota;

☐ eligible students unwilling to join the programmes (Please specify the reason(s) :_____);

☐ 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):_____

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

I. Policy	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'. 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.
II. Resources	To facilitate school's support to students with SEN and ALAs, the following additional resources are provided by the Education Bureau: • 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	Students with SEN and ALAs are provided with the following support measures: Administrative: • 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. • Four 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 KS1and Maths in KS2. • Adapted learning materials, homework strategies or assessment accommodation are provided to students. • Cooperation with NGOs, such as Hong Kong Playground Association 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. • Dyslexia Training and Behavior Trainings are provided in 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 Positive Ambassadors during lunch and morning class teacher period. • Students of the senior classes carried out the Positive Ambassadors duties during lunch 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 'My Emotion Diary'. ALA: • Students are allocated into classes 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 Positive Ambassadors which is supervised under EP. • Students with ALAs are enhanced through the programme of 'My Emotion Diary' by school subject teachers. • Some thinking skills trainings are provided to students with ALAs. Parents: • Parent education, such as parents' seminars and workshop, are organized to equip parents with better understanding of children parenting management and the secondary school places allocation system. • A cooperation with the Parent Teacher Association for the programme of 'Outstanding Po Kok Parents Award' is implemented to promote the home-school cooperation. Teachers: • EDB Educational Psychology Department is invited to conduct staff development programme about 'Introduction of Positive Education' to provide support for all teachers.

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 2.6 teachers, 1 full-time teaching assistant and 2 part-time teaching assistants to assist insxd organizing activities and supporting the learning of NCS students	• 09/2025 - 08/2026	• A sum of $1,833,643.14 was used to cover the salary and MPF of 2.6 teachers, 1 full-time teaching assistant and 2 part-time teaching assistant from 01/09/2025-31/08/2026.	• We had employed 2.6 teachers, 1 full-time teaching assistants and 2 part-time teaching assistant to help support the learning and teaching of NCS students.	• It was suggested that additional manpower be allocated to Chinese language teaching. We would therefore like to continue employing extra Chinese teachers in the coming school year.
• To develop a tailor-made NCS Chinese curriculum and Chinese inter-disciplinary curriculum to cater to their needs of learning	• To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater to NCS students		• A sum of $129,689.90 was used to develop a tailor-made NCS Chinese curriculum, Chinese interdisciplinary curriculum, and buy Chinese teaching materials to support NCS students from 01/09/2025-31/08/2026.	• According to the findings of the school-based student questionnaire, over 95% of students agreed that the Chinese curriculum and teaching aids had effectively supported their learning. • Teachers' observations also indicated that students' motivation to learn Chinese had improved.	• A tailor-made Chinese curriculum should continue to be provided for NCS students in the coming year.
• To stimulate NCS students' interest in Chinese learning	• Buy various IT equipment and E-learning platforms to enhance the interaction in class so as to enhance students' Chinese learning motivation		• A sum of $47,155.00 was used to develop a Chinese E-learning Platform and buy IT equipment from 01/09/2025-31/08/2026.	• Findings from the school-based student questionnaire indicated that over 90% of students considered Chinese e-learning applications effective in supporting their Chinese language learning. • Teachers' observations also revealed an improvement in students' motivation to learn Chinese.	• It was recommended that AI-enhanced Chinese e-learning applications be procured, together with additional IT equipment, to support technology-integrated Chinese teaching and learning 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		• A sum of $151,586.40 was used to organize traditional Chinese activities and ECA e.g. Chinese New Year, Mid-Autumn Festival & Chinese Drama Training.	• Findings from the school-based student questionnaire indicated that over 90% of students agreed that their motivation to learn Chinese had been enhanced through participation in a variety of learning activities.	• It was recommended that a wide range of programmes and learning activities continue to be implemented to further enhance the learning and teaching of non-Chinese-speaking (NCS) students.

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

Target	Strategies	Time Scale	Actual expenditure	Achievement	Evaluation
• Nurturing a good reading culture in schools • Enabling students to derive pleasure and enjoyment from reading • Upgrade students' reading skills and capability to use language	• To purchase printed books and e-books • To pay the application fees for activities and competitions related to the promotion of reading • To subsidize students for their participation in and application for reading-related activities or courses	• 09/2025 - 08/2026	• A sum of $41,707.80 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 to refine the library collection to support the development of reading across the curriculum and organize library related activities to encourage students to read.

8. Evaluation 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 assistants to provide extra support for SEN students	• To employ 2 teaching assistants	• 09/2025-08/2026	• A sum of $328,860 was used to cover the salary and MPF of 2 full-time teaching assistants from 09/2025 to 08/2026.	• According to the appraisal system, the performances of the teaching assistants were satisfactory.	• The hiring of teaching assistants were necessary to provide in-class support for SEN students.
• To promote cultural diversity at school	• To hold different cultural exchange activities at school and help students integrate into society		• A sum of $6,602 was used to purchase different materials to hold the cultural exchange activities and performances.	• According to the reflection of the activities and performance, all of the students liked and enjoyed the activities and performance.	• The cultural exchange activities and performance would be continued in the following year to let NCS SEN students increase their sense of belonging and self-confidence.

9. Evaluation for 'NET Grant'

Enhancement Measures for the Native-speaking English Teacher (NET) Scheme
Annual School Report on the Use of the NET Grant
for the 2025/2026 School Year

Name of School: Po Kok Primary School

Our school was provided with the NET Grant by the Education Bureau at the amount of $900,000 in the 2025/2026 school year. With reference to the school-based circumstances, we employed at least one full-time NET, engaged native-speaking English Teaching Assistants (NTAs) and/or English learning support services by using remaining funds, if any. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

i. With reference to the learning needs of student(s), our school deployed the NET Grant in the following ways to enhance students' English language learning (one or more options can be selected):

Deployment of the NET Grant	*Actual Expenses ($)*
☑ Employing 1 NET(s) by school direct, **or** ☐ Engaging service provider to provide _____ NET(s) [name of service provider:]	$636,540.00
☑ Employing 1 NTA (s) by school direct, **or** ☐ Engaging service provider to provide _____ NTA(s) [name of service provider:]	$229,266.45
☐ Engaging service provider to provide other English learning services [name of service provider:] [details of the services:]	/
Total Expenses	$865,806.45

ii. Qualifications of NET:

Name of NET: Clarke Dawnelle Roxanne	
(i)	A Bachelor's degree of Science in Management Studies (Cum Laude) (subject), from a Hong Kong university or equivalent
(ii)	☑ A Post-graduate Diploma in Education (PGDE), **or** ☑ A Teaching English as a Foreign / Second Language (TEFL / TESL) qualification at least at certificate level or equivalent
(iii)	☑ Valid IELTS results (overall band score of 7.5 or above, with "Speaking" band score of 7.5 or above)

iii. The NETs/NTAs performed the following duties (one or more duties can be selected):

NETs:

No. of classes taught: 16 Duration of a lesson: 40 minutes

(per week/cycle*)

English class(es): ☑ English ☑ Literature ☑ Listening ☑ Speaking ☑ Reading
☑ Writing ☐ Others (please specify): _____

English learning activity(ies): ☐ Debate ☑ Drama ☑ Phonics ☑ Choral speaking ☐ Assembly
☑ Preparation of English learning materials ☑ Others (please specify): English Ambassadors Training

NTAs:

English class(es): ☑ English ☑ Literature ☑ Listening ☑ Speaking ☑ Reading
☑ Writing ☐ Others (please specify): _____

English learning activity(ies): ☐ Debate ☑ Drama ☑ Phonics ☑ Choral speaking ☐ Assembly
☑ Preparation of English learning materials ☑ Others (please specify): English Ambassadors Training

iv. Other English learning support services provided by service provider: Not applicable

v. In utilising the NET Grant to enhance student motivation and engagement in English learning, as well as to create an English-rich environment, our school has rated the effectiveness as follows (1 – very ineffective; 5 – very effective):

- 5 Students have been motivated to learn English
- 5 The English learning environment has been enriched to facilitate students' learning
- 5 English learning has been promoted through co-curricular activities and students have been provided with diversified English learning experience
- 5 Overall, the NET Grant has been effective in support students' learning of English

Other comments:

The NET and NTA have been highly supportive in assisting teachers with lesson preparation and facilitating students' learning of English.

The above report has been endorsed by Incorporated Management Committees (IMCs) / ~~School Management Committees (SMCs)~~. For enquiries about the annual report for the deployment of the NET Grant, please contact Fok Wing Nam Queenie (Name of Contact Person) on 2573 7911 (Tel. No.).

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

Po Kok Primary School

Report on the Use of the Student Activities Support Grant

2025-2026 **School Year**

I. Financial Overview

A	Allocation in the Current School Year:	$14,000.000
B	Expenditure in the Current School Year:	$14,000.00
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	0	$0.00
Full-grant under the School Textbook Assistance Scheme	32	$14,000.00
Meeting the school-based financially needy criteria	0	$0.00 (capped at 25% of the total allocation for the school year)
Total	**32**	**$14,000.00**

(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)				
					Values Education	Intellectual Development (closely linked with curriculum)	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	Handchimes competition	Arts (Music)	8	$1,150.00			✓		
2	STEAM visit to Disneyland	Cross-Disciplinary (STEM)	19	$9,625.00		✓			
3	Kindergarten Visit	Leadership Training	7	$1,850.00	✓			✓	
4	CYC Day Camp	Citizenship and Social Development	12	$1,375.00	✓			✓	
5									
Expenses for Category 1			**46**	**$14,000.00**					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
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									
2									
3									
Expenses for Category 3			**0**	**$0.00**					
Total			**46**	**$14,000.00**					

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 Student Activities Support Grant (Name & Post):	Fok Wing Nam Queenie (PSM-ENG)

11. Evaluation for 'the Use of the Life-wide Learning and Sister School Grant'

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant July 2026 ver.

Po Kok Primary School

Schools are required to upload this Report on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs/IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

^ List of Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "−" on the left to hide this part】

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Evaluation Method	**E1** Questionnaire	**E2** School Meeting and Discussion	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and record	**E7** Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	One Person, One Flower	Sep 2025 - Dec 2026	To learn more about plants	P1-6 (402)	0	0	0	$4,294.00		E5 Observation		Fully achieved
2	Graduation Camp (bus)	Apr 2026	To develop emotional bonding with peers	P6 (72)	7	0	Social worker (1)	$2,050.00		E5 Observation		Fully achieved
3	School Picnic	Nov 2025	To develop emotional bonding with peers	P1-6 (402)	38	0	0	$87,296.30		E5 Observation		Fully achieved
4	100 School Days	Sep 2025 - Feb 2026	To learn how to appreciate school members	P1 (75)	8	0	0	$13,429.57		E1 Questionnaire		Mostly achieved
5	Panel-based Activities (Chinese)	Sep 2025 - Jul 2026	To develop language skills	P1-6 (402)	10	0	0	$4,350.00		E5 Observation		Mostly achieved
6	Panel-based Activities (Music)	Sep 2025 - Jul 2026	To develop musicality	P1-6 (402)	5	0	0	$27,750.00		E5 Observation		Fully achieved
7	Panel-based Activities (PE)	Sep 2025 - Jul 2026	To develop physical skills	P1-6 (402)	3	0	0	$7,101.00		E5 Observation		Fully achieved
8	Panel-based Activities - Halloween (English)	Oct 2025	To develop language skills	P1-6 (402)	9	0	0	$6,760.90		E5 Observation		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
9	Panel-based Activities (GS)	Sep 2025 - Jul 2026	To develop a broad understanding of science, society, technology, and the environment	P2, P3, P5, P6 (274)	7	0	0	$25,668.00		E5 Observation		Fully achieved
10	Panel-based Activities (GS)	Sep 2025 - Jul 2026	To develop a broad understanding of science, society, technology, and the environment	P2, P3, P5, P6 (274)	7	0	0	$4,100.00		E5 Observation		Fully achieved
11	Panel-based Activities (Science)	Sep 2025 - Jul 2026	To develop Scientific knowledge	P1, P4 (128)	3	0	0	$4,100.00		E5 Observation		Fully achieved
12	Panel-based Activities (IL) Jellyfish program	Sep 2025 - Jul 2026	To learn about jellyfish	P1-6 (402)	4	0	0	$8,750.00		E5 Observation		Fully achieved
13	Panel-based Activities (VA)	Sep 2025 - Jul 2026	To develop creativity	P1-6 (402)	7	0	0	$1,850.00		E5 Observation		Fully achieved
14	Panel-based Activities (Maths)	Sep 2025 - Jul 2026	To develop Mathematic skills	P1-6 (402)	10	0	0	$9,800.00		E5 Observation		Fully achieved
15	Panel-based Activities (Humanities) Visit to Tai Kwun	Jan 2026	To learn about the history of Hong Kong	P4 (53)	4	0	0	$2,050.00		E5 Observation		Fully achieved
16	Panel-based Activities (Others)	Sep 2025 - Jul 2026	To learn concepts across different subject areas and domains	P1-6 (402)	38	0	0	$51,125.00		E5 Observation		Mostly achieved
17	Buddha's Birthday Performance	01 May 2026	To build confidence	P3-6 (35)	4	0	0	$5,600.00		E5 Observation		Fully achieved
18	Sports Day	Mar 2026	To develop physical skills	P1-6 (402)	38	0	0	$6,767.00		E5 Observation		Fully achieved
19	Fun Learning Day	Jun 2026	To develop physical skills, musicality and art skills	P1-6 (402)	15	0	0	$3,888.00		E5 Observation		Fully achieved
20	STREAM Day	Jun 2026	To learn STREAM concepts	P1-6 (402)	17	0	0	$4,100.00		E5 Observation		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
21	Competition and Performance (Speech Festival)	Nov 2025 - Dec 2025	To develop speaking skills	P1-6 (44)	38	0	0	$10,430.00		E5 Observation		Mostly achieved
22	Competition and Performance (Football Team)	Sep 2025 - Jul 2026	To develop football skills	P3-6 (20)	1	0	0	$14,860.00		E5 Observation		Fully achieved
23	Competition and Performance (Membership fee)	Sep 2025 - Jul 2026	To build confidence	P1-6 (402)	1	0	0	$12,240.00		E5 Observation		Fully achieved
24	Competition and Performance (Indian Dance)	Sep 2025 - Jul 2026	To develop dancing skills	P3-6 (19)	2	0	0	$10,125.00		E5 Observation		Fully achieved
25	Competition and Performance (Taspony)	Sep 2025 - Jul 2026	To develop physical skills	P3-6 (7)	1	0	0	$2,550.00		E5 Observation		Fully achieved
26	Competition and Performance (Rugby)	Sep 2025 - Jul 2026	To develop rugby skills	P3-6 (14)	1	0	0	$9,800.00		E5 Observation		Fully achieved
27	Competition and Performance (Choir)	Sep 2025 - Jul 2026	To develop musicality	P3-6 (31)	1	0	0	$6,975.00		E5 Observation		Fully achieved
28	Competition and Performance (Athletic Team)	Sep 2025 - Jul 2026	To develop athletic skills	P1-6 (8)	1	0	0	$6,730.00		E5 Observation		Fully achieved
29	Competition and Performance (Others)	Sep 2025 - Jul 2026	To build teamwork	P1-6 (402)	8	0	0	$4,750.00		E5 Observation		Fully achieved
30	Road Safety Activities	Sep 2025 - Jul 2026	To develop teamwork	P3-6 (16)	1	0	0	$13,100.00		E5 Observation		Fully achieved
31	Uniform Group Activities	Sep 2025 - Jul 2026	To develop leadership	P3-6 (64)	4	0	0	$28,845.26		E5 Observation		Fully achieved
32	CYC Activities	Sep 2025 - Jul 2026	To build teamwork	P1-6 (402)	1	0	0	$2,150.00		E5 Observation		Fully achieved
33	Employ Professional Coaches for ECA (Kung Fu)	Sep 2025 - Jul 2026	To develop physical skills	P3-6 (13)	1	0	0	$12,000.00		E5 Observation		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
34	Employ Professional Coaches for ECA (English Opera)	Sep 2025 - Jul 2026	To develop opera skills	P3-6 (12)	1	0	0	$46,700.00		E5 Observation		Fully achieved
35	Employ Professional Coaches for ECA (Hockey)	Sep 2025 - Jul 2026	To develop physical skills	P4-6 (9)	1	0	0	$9,900.00		E5 Observation		Fully achieved
36	Employ Professional Coaches for ECA (Taekwondo)	Sep 2025 - Jul 2026	To develop physical skills	P3-6 (16)	1	0	0	$9,900.00		E5 Observation		Fully achieved
37	Employ Professional Coaches for ECA (Handchime)	Sep 2025 - Jul 2026	To develop musicality	P3-6 (14)	1	0	0	$21,060.00		E5 Observation		Fully achieved
38	Employ Professional Coaches for ECA (Choir)	Sep 2025 - Jul 2026	To develop musicality	P3-6 (31)	1	0	0	$22,500.00		E5 Observation		Fully achieved
39	Employ Professional Coaches for ECA (STREAM)	Sep 2025 - Jul 2026	To learn about STREAM	P3-6 (11)	1	0	0	$19,800.00		E5 Observation		Fully achieved
40	To procure resources for ECA (Soft clay)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (16)	1	0	0	$1,022.00		E5 Observation		Fully achieved
41	To procure resources for ECA (Board Game)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P1-2 (146)	1	0	0	$3,236.00		E5 Observation		Fully achieved
42	To procure resources for ECA (Beans craft)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P1-2 (146)	1	0	0	$5,124.00		E5 Observation		Fully achieved
43	To procure resources for ECA (rainbow bell)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P1-2 (146)	1	0	0	$480.00		E5 Observation		Fully achieved
44	To procure resources for ECA (sports)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (26)	1	0	0	$2,469.36		E5 Observation		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
45	To procure resources for ECA (Story Timmy)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-4 (11)	1	0	0	$1,872.00		E5 Observation		Fully achieved
46	To procure resources for ECA (Healthy Cooking)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3, P5,P6 (10)	1	0	0	$78.00		E5 Observation		Fully achieved
47	To procure resources for ECA (Gardening)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (13)	1	0	0	$322.00		E5 Observation		Fully achieved
48	To procure resources for ECA (Handchimes)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (14)	1	0	0	$1,580.00		E5 Observation		Fully achieved
49	To procure resources for ECA (Indian Dance)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (19)	2	0	0	$793.00		E5 Observation		Fully achieved
50	To procure resources for ECA (Football)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (20)	1	0	0	$720.00		E5 Observation		Fully achieved
51	To procure resources for ECA (Exotic Animals)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P4-6 (9)	1	0	0	$1,338.00		E5 Observation		Fully achieved
52	To procure resources for ECA (CYC)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P1-6 (402)	1	0	0	$849.00		E5 Observation		Fully achieved
53	To procure resources for ECA (Road Safety)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (16)	1	0	0	$2,687.00		E5 Observation		Fully achieved
54	To procure resources for ECA (3D printing)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (16)	1	0	0	$4,886.00		E5 Observation		Fully achieved
55	To procure resources for ECA (Chinese drum)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (16)	1	0	0	$7,000.00		E5 Observation		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
56	To procure resources for ECA (Rugby)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (14)	1	0	0	$2,800.00		E5 Observation		Fully achieved
57	To procure resources for ECA (Others)	Sep 2025 - Jul 2026	To develop students' non-academic interest	P3-6 (258)	20	0	0	$756.30		E5 Observation		Fully achieved
							Total actual expenses of item 1.1	**$583,257.69**				
1.2	**Non-local Activities**											
1	Sister School Scheme Mainland Space Technology Exchange Programme	Apr 2026	To learn more about space technology	11 (P.4-5)	2	0	0	$7,460.00	Liyuan Foreign Language Primary School (Haibin)	E5 Observation		Generally achieved
2	Sister School Scheme Nanjing (China) 4-Day Study Tour (Transport)	Apr 2026	To learn more about the local history and culture	14 (P.4-5)	14	4	0	$4,200.00	Xincheng Primary School	E5 Observation		Generally achieved
							Total actual expenses of item 1.2	**$11,660.00**				
							Total actual expenses (sum of items 1.1 and 1.2)	**$594,917.69**				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Various learning activities across diverse domains are provided to students. Through participating in different activities outside the classroom, students can connect their real-world experiences to holistic personal growth.	To align with the seven learning goals, the school expects the grant to foster whole-person development, enhance national identity, and build students' lifelong learning capacities. Specifically, the Grant supports student participation by subsidizing diverse out-of-classroom activities and ensuring equal financial access so that all students can integrate real-world experiential learning with their core curriculum.	The school utilizes the grant to arrange suitable life-wide learning activities by subsidizing out-of-classroom programs, community services, and exchange tours, while successfully ensuring equal financial access for all students. Overall, student participation meets expected targets well, particularly excelling in inclusivity and holistic enrichment. However, aspects such as post-activity reflection and managing academic time constraints still require further improvement.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	Students visited the sister school along with various cultural and historic sites to gain a deeper understanding of China's history and culture.
2	**Time arrangement of the activity**	Students are given ample time to visit various sites and interact with mainland students.
3	**Organisation and arrangements of the activity**	The activities were well-organized.
4	**Others (Please specify)**	/

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$0.00
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$0.00

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	Fok Wing Nam Queenie	Position:	PSM-ENG
Name of Teacher Responsible for the Sister School Scheme:	Lau Sau Wa	Position:	PSM-CD

12. Evaluation for 'Sister School Exchanges'

內地姊妹學校名稱：
(1) 汕頭市金陽小學
(2) 荔園外國語小學（海濱）
(3) 惠州市第十一小學
(4) 南京師範大學附屬中學新城小學

Part 1: 交流活動詳情

項目	交流活動名稱及內容	預期目標	成效	反思及跟進
1.	• 南京師範大學附屬中學新城小學訪校交流活動 （南京師範大學附屬中學新城小學）	• 透過姊妹學校交流活動，增進學生對國家發展、社會文化及教育情況的認識與了解，並促進兩校師生互動交流，建立友誼 • 透過體藝交流活動，促進兩地學生互相觀摩、分享學習成果及進行同儕學習，培養欣賞藝術與溝通協作的能力 • 為學生創設真實的普通話溝通情境，提升其運用普通話進行聆聽、說話及交流的信心和能力	• 2025 年 10 月 3 日，南京師範大學附屬中學新城小學師生到訪本校，參與姊妹學校交流活動。是次交流團共有 42 名學生及 2 名教師；本校則安排 20 名高小學生擔任交流生，與來訪師生共同參與各項學習及體驗活動。 • 活動內容豐富多元，包括國民教育活動、STREAM 活動、「Animal Encounters」互動學習活動，以及課外活動體驗。兩校學生透過共同參與冰壺及曲棍球活動，在輕鬆愉快的氣氛中互相認識、交流和合作。是次交流結合國民教育、科學探究、動物保育知識及體育活動，為學生提供跨地域、跨學習領域的互動平台，讓兩地學生能在真實情境中分享學習經驗，建立友誼。	• 是次南京師範大學附屬中學新城小學到訪交流活動，內容涵蓋多個領域，能配合兩地學生的學習需要和興趣。透過共同參與多元化活動，學生不僅有機會認識彼此的校園生活和文化特色，更能在真實的互動情境中建立友誼，體現姊妹學校交流促進溝通、文化交流及共同提升教育質素的精神。 • 本校與南京師範大學附屬中學新城小學將繼續保持聯繫，探討以視像會議、電子賀卡、閱讀分享、文化介紹短片等方式進行延續交流，使一次性的到訪活動發展成持續互動。
2.	• 參加「心繫家國」— 2025/26 粵港姊妹學校中華經典美文誦讀比賽（香港賽區） （惠州市第十一小學）	• 透過與姊妹學校共同參與「心繫家國」—2025/26 粵港姊妹學校中華經典美文誦讀比賽，讓學生接觸及誦讀中華經典篇章，加深對中華文化、民族精神及國家發展的認識與認同	• 本校與姊妹學校惠州市第十一小學共同參與「心繫家國」—2025/26 粵港姊妹學校中華經典美文誦讀比賽（香港賽區）。是次活動共有 24 名學生參與，包括本校 12 名學生及惠州市第十一小學 12 名學生。兩校學生以《淬火綻放・彎曲追夢》為誦讀題目，共同進行普通話集誦演出。 • 活動為粵港學生提供直接交流的平台，讓學生認識	• 活動能有效結合中華經典美文誦讀、普通話學習、價值觀教育及粵港學生交流，讓學生在準備和演繹過程中，體會自強不息、堅毅追夢、團結協作及勇於面對挑戰的中華體育精神。

項目	交流活動名稱及內容	預期目標	成效	反思及跟進
		• 配合以「中華體育精神」為主主題的誦讀內容，引導學生體會中華民族自強不息、堅毅拼搏、團結合作及追求卓越的精神，培養正面的價值觀和積極進取的態度 • 透過兩地姊妹學校學生共同排練、交流及展示，促進粵港學生互學互鑑，增進彼此了解和友誼，建立團隊協作精神	兩地同儕的學習生活和表演特色，增進彼此了解、建立友誼，並進一步鞏固本校與惠州市第十一小學的姊妹學校夥伴關係。 • 兩校學生在排練、交流及比賽準備中互相配合、彼此鼓勵，學習聆聽他人意見及協調演出安排，從而培養團隊合作精神、責任感及溝通能力。 • 學生透過誦讀與演繹中華經典美文，感受中國語言文字和文化藝術的美，提升文化素養及文化自信，並加深對國家、民族和中華文化的認同。比賽以「中華體育精神」為主題，旨在透過中華經典美文誦讀深化文化認識與欣賞，建立文化自信。	• 優化方面，由於兩地學生未必能經常進行聯合排練，學生在聲音協調、隊形配合、動作一致性及舞台走位方面，可能需要較長時間磨合。日後宜及早訂定排練時間表、分工及演繹要求，並善用視像會議、錄影片段和雲端平台進行預習、示範及回饋，以提升聯合排練的效率和演出整體性。
3.	• 姊妹學校計劃—南京（中國）四天學習團（南京師範大學附屬中學新城小學）	• 透過參觀南京的歷史文化景點及參與相關學習活動，認識南京的歷史背景、文化特色及其在國家發展中的意義，加深對中華文化源遠流長、博大精深的體會。 • 透過到訪南京姊妹學校，觀察和體驗內地學生的校園生活、學習模式及校園文化，與當地師生交流，增進彼此認識，建立友誼及培養尊重、包容和欣賞不同地域文化的態度。	• 本校於 2026 年 4 月 21 日至 24 日舉辦「姊妹學校計劃—南京（中國）四天學習團」。是次學習團共有 14 名學生參與，由校長及 3 位教職員帶領，前往南京與姊妹學校南京師範大學附屬中學新城小學進行交流。活動透過校園參訪、歷史文化考察、國家安全教育及反思分享，讓學生走出課室，親身認識南京的歷史文化、教育特色及國家發展，從而豐富全方位學習經歷。 • 學生透過探訪南京師範大學附屬中學新城小學，親身體驗內地校園生活，認識兩地學生在課程、學習方式、校園設施及課外活動方面的異同；在師生交流中，他們能增進相互瞭解、建立友誼，並擴闊視野。 • 學生透過參觀中國科舉博物館、夫子廟、秦淮風光帶、金陵小鎮、南京古城牆及老門東歷史文化街區，從歷史遺址、文物展示、傳統建築及城市景觀中，認識南京的歷史脈絡和文化特色，提升對中華傳統文化的興趣、欣賞能力及珍視態度	• 學生能親身觀察內地小學的校園環境、學習模式及學生活動，並有機會與當地師生交流。這不但有助學生了解兩地教育和校園生活的異同，亦讓他們在真實語境中運用普通話，提升聆聽、說話及溝通的信心。兩地學生透過面對面互動建立友誼，為日後持續交流奠定良好基礎。 • 與南京師範大學附屬中學新城小學維持聯繫，安排後續視像交流，例如由兩地學生輪流介紹校園生活、地方名勝、傳統節日，延續兩校學生的友誼。

Part 2: 財務報告

項目	交流活動名稱	支出項目	金額	備註
1.	南京師範大學附屬中學新城小學訪校交流活動 （南京師範大學附屬中學新城小學）	購買訪校交流活動禮物	$1323.26	/
		購買STREAM活動材料	$49940	/
2.	參加「心繫家國」— 2025/26粵港姊妹學校中華經典美文誦讀比賽 （香港賽區）(惠州市第十一小學）	購買中華經典美文誦讀比賽學生服飾	$1536.24	/
3.	姊妹學校計劃——南京（中國）四天學習團 （南京師範大學附屬中學新城小學）	南京（中國）四天學習團旅行社費用	$49681.85	/
		南京（中國）四天學習團物資	$5703.22	/
		南京（中國）四天學習團學生服飾	$3195.94	/
		Total:	$111380.51	/
		Annual Balance of Grant:	$0	/

13. Evaluation for 'One-off Grant on Parent Education'

Item No.	Name of activities	Aims	Actual Expenses	Achievement	Evaluation
1.	• Positive Parent Campaign: Parent-child Stress-free Workshop	• Provide possible ways for parents and students to manage their own stress • Equip parents with tools to reduce stress in family dynamics • Foster a positive relationship between parents and students	• $113,427	• A Chinese Costumes Trial, Chinese blue-and-white porcelain and Fai Chun creation workshops were organized on Parents' Day to cultivate a positive relationship between parents and students and deepen their understanding towards Chinese culture.	• The workshops attracted a significant number of participants, indicating a strong interest in both cultural activities and family engagement through the hands-on experiences. It was suggested to continue organizing more stress-free workshops for parents and students.
2.	• Parent Education Video	• Provide parents with essential information about child development, mental health, and effective parenting strategies	• $4,800	• A video named "Unlocking the potential- Nurturing a growth mindset in our children" was produced for parents.	• Feedback from parents indicated a positive reception of the video. It was suggested that the possibility to continue with the production of parent education videos in various aspects.
3.	• School-based materials for parent education	• Equip parents with the knowledge and skills to foster their children's healthy, happy, and balanced development, enhancing their own well-being, and promoting positive home-school communication	• $25,000	• Leaflets and folders incorporating parent education details were designed and distributed to parents.	• Many parents reported that the materials sparked conversations about parenting challenges and strategies, contributing to a sense of community among families.
4.	• Purchase of materials related to parent education	• Provide parents with educational resources that deepen their understanding of children development and positive parenting techniques	• $0	• Materials were purchased for holding various kinds of parent education activities.	• The materials acquired have effectively enhanced parents' understanding of childhood development and positive parenting.

14. Evaluation for 'Grant for Promotion of a Sports Ambience and MVPA60 in Schools'

Item No.	Name of activities	Aims	Actual Expenses	Achievement	Evaluation
1	• Purchase or improve school sports/ athletic equipment	• Purchase sports equipment such as AI Fitness etc., to attract more students to participate in different physical activities. Also, purchase various sports equipment such as gymnastic mats etc., to integrate into daily PE lessons and various extracurricular activities	• $0	• PE Team has not purchased any AI Fitness equipment in this year.	• The AI fitness equipment company does not have a system that meets our school's needs. The PE team will continue to explore other solutions that fit our requirements.

15. Evaluation for 'One-Off Grant for Supporting the Introduction of Primary Science'

Item No.	Area	Aims	Target	Actual Expenses	Evaluation Methods
1.	• Procurement of relevant L&T resource	• Purchasing relevant L&T resources such as scientific inquiry activity kits, related application programmes	• P.1, P.4	• $35,436.24	• Teachers'observation
2.	• Purchasing teaching aids and equipment related to the science subject	• Purchasing teaching aids and equipment related to the science subject (such as microscope, aerospace model)			

16. Evaluation for 'One-off Grant for Promotion of Self-directed Language Learning (English Language)'

Item No.	Area	Aims	Target	Actual Expenses	Evaluation Methods
1.	• To purchase services related to learning and teaching	• Organizing English student activities and joining competitions to enhance the language learning atmosphere	• P.1-6	• $1,162	• Teachers' observation • Student and teacher questionnaire
2.	• To purchase resources	• Purchasing/ subscribing to self-directed learning online learning platforms	• P.3-6	• $80,000	• Teachers' observation • Data from the e-platform • Student and teacher questionnaire
3.		• Procuring language learning devices		• $49,266	

17. Evaluation for 'One-off Grant for Promotion for Chinese Language (PTH)'

目標	策略	進行日期	實際支出	成果	評估
• 提升學生普通話能力水平	• 購買 Rainbowone「新世代 AI 普通話會話自主學習課程」平台，老師再按校本的課程修訂內容，在課堂和課後進行學習普通話	• 09/2025-08/2026	• $48,500 使用期限：1/9/2025-31/8/2026	• 根據學生問卷結果，有 80%以上同意 Rainbowone「新世代 AI 普通話會話自主學習課程」能提升學生普通話能力水平。 • 於本年度安排一至二年級使用 Rainbowone「新世代 AI 普通話會話自主學習課程」平台。老師根據普通話科語音知識的教學生內容與中文科課程中所學的字詞結合，修改平台中一些的題目內容。根據老師的回饋，總體來說，該 AI 學習課程是能提升學生對普通話語音知識的掌握，也讓學生把語音知識應用在中文科曾學的字詞中，讓學生認識更多字詞。 • 另外，對於一些普通話能力較好的學生來說，AI 對話部分，能提升學生的說話能力，老師也可透過平台的了解學生學習本科的強弱項，學生也可透過平台的回饋，了解自己的學習進度，提升自主學習的能力。	• 老師建議在下年度把 AI 平台的使用推廣至三至四年級。以提升學生普通話能力水平，和學生自主學習能力。
	• 購買語言學習裝置，訂購 i-pad，以進行課堂和課後延伸學習之用		• $49,266	• 學生透過新的電腦裝置，在操作 AI 平台和自學延伸學習教材更有效率，能提升自主學習的效能。	• 在下年度暫不需要再添購語言學習裝置。建議在下學年可安排學生在課後使用電腦裝置，進行自主學習。
	• 編制校本教材		• $3,870	• 老師在本年度優化校本課程，加入 KWL 自主學習內容，讓學生更能系統鞏固所學的內容。	• 繼續優化校本課程內容。
	• 普通話活動教具		• 4,148	• 在本年度增添了一些教具，用作進行課堂活動，例如角色扮演等。增加課堂趣味性，也讓學生更投入課堂的活動，以及方便學生進行更多不同的探究活動。	• 在下年度繼續物色適合的教具，提升教學效能。
• 加強普通話語言學習氛圍	• 舉辦或參與普通話學習活動、比賽，加強普通話學習氛圍，如：朗誦比賽、攤位遊戲		• $38,440 （新春中華文化日） （普通話姊妹學校美文比賽拍攝） （普通話朗誦比賽）	• 根據學生問卷結果，有 80%以上認同新春文代日攤位遊戲、小息活動能提升學習普通話興趣和語音知識。 • 於本年度向稻桑教育有限公司購買新春中華文化日的攤位服務，內容以農曆新年為主題，分別加入普通話聽、說、讀、寫四範疇來的元素。根據老師回饋，學生很投入參與，也能提升學生對於普通話語音知識的掌握 • 另外，也購置一些教具來進行小息活動。 • 老師也挑選了學生參加普通話朗誦比賽活動。 • 以上的活動也能提升學生說普通話的能力，加強普通話語言的學習氛圍。	• 來年會繼續安排學生參與普通話有關的比賽，在新春文化日設置攤位遊戲，加強普通話語言學習氛圍。

18. Evaluation for 'One-off Grant for Promotion of Chinese Culture Immersion Activities'

目標	策略	推行時間	實際開支	成就	反思
• 提升學生對本地和國家的歷史、中華文化等各方面的認知	• 帶領學生在到校外參觀本地機構/景點	• 09/2025-08/2026	• 舉辦或資助學生參加本地文化考察或參觀活動的實際開支為$24,261.80	• 根據教師觀察及活動工作紙的回饋，學生透過全方位學習活動，對本地及國家在歷史、科技、文化等範疇的發展有更深入的認識。	• 本校將繼續規劃多元外出參觀及研學中華文化的體驗，進一步培育學生成為具國家意識、香港情懷和國際視野，並勇於承擔社會責任的新一代。
• 促進香港與內地的教育交流與合作，同時加強香港師生對祖國的認識，為學生提供多元化且全方位的學習經歷	• 帶領學生到內地交流		• 資助學生參加內地文化交流活動的實際開支為$86,866.15	• 內地交流活動不僅讓學生親身走進中國各地的歷史文化地標，深入認識國家歷史及傳統文化，並提升學生的普通話表達與跨文化溝通能力。根據學生問卷結果顯示，交流活動有助加深學生對國家歷史和中華文化的認識，培養愛國情懷。	• 本校將繼續組織同的內地交流團，讓不同年級、不同國籍的學生都能親身回內地考察交流，體驗中華文化之精粹。
• 提升學生對中國節日和中國傳統習俗的認識，同時亦讓學生認識中國民間國粹	• 舉辦有關中華文化的科本及跨科組學生學習/體驗活動		• 舉辦中華文化日開支，如攤位設計佈置、傳統中華手工材料的實際開支為$74,591.11	• 綜合學生校本問卷、跨課程節日活動課業及檢討會議之結果，大部分學生均表示，透過參與各項跨課程節日慶祝活動，不僅深化了對中國傳統節日和習俗的認識，更大幅提升了對中華文化的理解與學習興趣。	• 本校將繼續於學年不同的學段舉行中華文化日，同時致力深化跨學科的課程統整，將以「有機結合」及「自然聯繫」為原則，於各學科的常規教學內容中，持續並有系統地滲透更多中華文化元素。
• 讓學生能以多感官、互動及探究方式認識中華文化，提升學習興趣	• 向學生推廣中華文化知識（如中草藥知識、佛教文化知識）		• 發展有關中華文化的課程、學與教資源的實際開支為$82,100.00	• 根據老師觀察，透過發展以中草藥及佛教文化為主題的課程與學與教資源，學生能以多感官、互動及探究方式認識中華文化，提升學習興趣、文化素養及正面價值觀。	• 推行中草藥及佛教知識課程後，學生對相關中華文化內容表現出較高興趣。部分學生對較抽象的宗教概念及藥材功效仍未能深入理解，校方日後會增加學生實物觀察、體驗活動的時間，提升學生學習深度和遷移能力。

19. 2026 年非華語學生暑期銜接課程檢討報告

[此報告須包括在 2025/26 學年學校周年報告內，並在 2026 年 11 月 30 日或之前上載學校網頁]

學校名稱　　：寶覺小學
負責老師姓名：黃嘉瑤主任

本校在 2026 年暑假期間獲教育局提供津貼，為非華語學生舉辦暑期銜接課程 （下稱「該課程」）。該課程已在 2026 年 8 月完成。本校亦已檢視該課程對改善非華語學生學習中文的成效。詳情如下：

實施詳情：

上課日期：	2026 年 7 月 14 日至 8 月 4 日 (由於教育局於 7 月 27 日宣佈停課，故課程順延一天至 8 月 4 日完結)
時間：	上午八時至中午十二時
上課地點：	寶覺小學
承辦/協辦機構（如適用）：	創思教育管理有限公司

參加及出席人數：

非華語學生			非華語學生的家長 （只適用於有安排家長參與的學校）		
參加人數	出席人數	出席率	參加人數	出席人數	出席率
121	102	84%	0	0	0

課程內容概要：
本校於暑假期間為非華語學生舉辦暑期銜接課程，透過多元化的學習活動，協助學生順利過渡至新學年。課程內容涵蓋小一新生校園適應活動、中文聽說訓練、中文故事閱讀、中華文化體驗活動等，內容豐富且具系統性。課程設計著重提升學生的中文聽、說、讀、寫能力，同時融入文化元素，以加強非華語學生對中華文化的認識與理解。此外，透過多元而具趣味性的學習經歷，培養非華語學生學習中文的興趣與自信，並支援升讀小一至小六的非華語學生更有效地適應以中文為主要教學語言的學習環境，為新學年的學習奠定良好基礎。

課程對改善非華語學生學習中文的成效評估方法（例如觀察、問卷等）及評估結果：
根據暑期銜接課程導師的觀察，小一新生普遍能在課程期間逐步適應校園環境，理解基本課堂指令，並能與同儕建立初步的互動關係。至於升讀小二至小六的非華語學生，大部分學生能積極參與各項語文學習活動，並嘗試運用中文與人溝通。同時，在導師指導下亦能完成相關課業，顯示其語文運用能力有所提升。整體而言，暑期銜接課程有效促進非華語學生的中文學習，提升其課堂參與度及學習信心，亦有助他們更順利銜接新學年的學習要求，為日後的中文學習奠定基礎。

課程需檢討的地方：
整體而言，本學年的暑期銜接課程運作大致順暢，惟仍有優化空間。來年本校將進一步豐富課程內容及優化教學設計，以更有效照顧非華語學生的學習多樣性。課程將加強課堂內的語文應用機會，例如透過情境對話、角色扮演及互動任務，讓學生在模擬情境中實踐中文運用，從而提升實際溝通能力。同時，亦會加強閱讀與朗讀訓練，以培養學生的語感及提升其理解能力。

其他，例如獎勵計劃的內容（包括對象、形式等）及成效〔如適用〕：
為提升非華語學生於暑期銜接課程的參與度及學習動機，本校設立了簡單而具鼓勵性的獎勵機制。對象為所有參與課程的非華語學生，形式包括於課程完成後頒發參與證書，以表揚學生的持續投入與努力。從實施情況觀察，獎勵計劃有助提升學生的出席率及課堂參與度，學生普遍表現積極，並能按時完成學習任務。透過正向鼓勵，學生對中文學習的信心有所增強，學習態度亦更為主動，對持續參與中文學習活動具正面影響。

J. Financial Report

After Audit Adj Surplus from 8/25	Name of Account	Income	Expenditure	Balance
1,707,470.90	EOEBG Surplus b/f			1,707,470.90
	Admin / Revised Admin grant	992,016.00	1,109,852.10	(117,836.10)
	Air Conditioning Grant	306,923.00	348,330.00	(41,407.00)
	Basic/Baseline	891,884.39	1,113,153.19	(221,268.80)
	Capacity Enhancement Grant	509,117.00	531,768.98	(22,651.98)
	Composite Information Technology Grant	390,755.00	691,569.94	(300,814.94)
	School Based Management Top Up Grant	48,047.00	77,463.00	(29,416.00)
	School Based Speech Therapy Admin Recurrent Grant	7,687.00	7,649.90	37.10
	Base School School-Based Speech Therapy Admin Recurrent Grant	7,687.00	0.00	7,687.00
	Top Up Student Guidance Service Grant	88,445.00	206,793.40	(118,348.40)
	SB Support Scheme for Newly Arrived Child Grant	18,211.00	0.00	18,211.00
	Understanding Adolescent Project Grant	135,845.00	91,327.00	44,518.00
1,707,470.90	***Incomes/Expenditure under EOEBG Account***	3,396,617.39	4,177,907.51	926,180.78
-	AI for Empowering Learning and Teaching Grant	500,000.000	-	500,000.00
-	Community Care Fund Assistance Programme School Lunch (Note 1)	90,010.00	76,804.00	13,206.00
-	Committee on Home-School Co-op Proj Grant	26,044.00	26,044.00	-
16,415.00	Consultation Service Grant	140,443.00	135,165.00	21,693.00
-	Disbursement of Extra Recurrent Grant	34,100.00	34,100.00	-
288.85	Drama Festival Grant	-	-	288.85
111,380.51	Grant for Sister School Scheme	-	111,380.51	-
301,724.54	Information Technology Staffing Support Grant	343,562.00	401,970.00	243,316.54
165,808.64	Learning Support Grant	1,287,351.00	1,405,984.68	47,174.96
-	Life-Wide Learning Grant	36,989.45	36,989.45	-
-	Life-Wide Learning and Sister School Grant	641,989.45	594,917.69	47,071.76
374,205.00	Moral & National Education Grant	-	78,900.00	295,305.00
-	MPF (Admin/Rev Admin Grant)	106,515.80	112,126.50	(5,610.70)
-	NET Scheme Grant	900,000.00	865,806.45	34,193.55
-	Non-Chinese Speaking Children Bridging Programme	237,240.00	237,240.00	-
67,150.00	One-Off Grant on Introduction of Primary Science	-	35,436.24	31,713.76
143,227.00	One-Off Grant on Parent Education	-	143,227.00	-
100,200.00	One-Off Grant on Promotion of Sports Ambience	-	-	100,200.00
300,000.00	One-off Grant for Promotion Chinese Culture Activities	-	267,819.06	32,180.94
200,000.00	One-off Grant for Promotion for English Language	-	130,428.00	69,572.00
200,000.00	One-off Grant for Promotion for Chinese Language (PTH)	-	144,224.00	55,776.00
-	Other Recurrent Grant	341,000.00	341,000.00	-
30,234.06	Promotion of Reading Grant	33,088.00	41,707.80	21,614.26
-	Salaries Grant - Teaching Staff	21,732,290.86	21,732,290.86	-
-	Salaries Grant - Teaching Supporting Staff	1,294,255.00	1,294,255.00	-
2,525.91	School Based After-school Learning & Support Programme	38,400.00	35,580.00	5,345.91
127,180.00	School Social Work Service Grant	709,320.00	629,860.00	206,640.00
526,123.86	Support Grant for NCS Students	1,657,264.00	2,162,074.44	21,313.42
15,154.96	Support NCS with SEN Grant	320,307.00	336,181.96	(720.00)
-	Student Activities Support Grant	14,000.000	14,000.00	-
910,684.15	Teacher Relief Grant	2,401,320.00	1,009,748.27	2,302,255.88
3,592,302.48		32,885,489.56	32,435,260.91	4,042,531.13
5,299,773.38	Surplus for the year	36,282,106.95	36,613,168.42	4,968,711.91

Note 1	Expenses paid for lunch :	76,804.00
	Unspent fund will be clawed back by EDB	13,206.00
		90,010.00

K. Feedback on Future Planning

For Management and Organization, the self-evaluation system has been operating effectively, providing useful insights for strategic planning. Under the enhanced School Development and Accountability Framework, the school remains committed to continuous improvement and accountability to enhance student learning outcomes. Looking ahead, the school will further develop the Geese Program 4.0 to support teacher professional development and help teachers meet the requirements of new initiatives. Teachers will be encouraged to join relevant workshops and professional learning activities aligned with their growth goals and current educational trends. In addition, the Micro Lesson Study Scheme will continue to improve teaching effectiveness and strengthen professional collaboration through the joint design, implementation, and refinement of teaching materials and lesson plans.

For Learning and Teaching, building on the Better Teaching and Learning Scheme 4.0 and the 6E inquiry learning approach, the school will refine the 'Evaluate' and 'Extend' stages by incorporating detailed questioning techniques, AI-powered learning platforms, and teacher workshops, while providing lunchtime and self-study tablets to support independent online tasks. Concurrently, the KWL strategy will continue for Primary 3 to 6 students with support from subject panels using interactive tools like Edpuzzle. Furthermore, STREAM activities will be updated to align closely with the Primary Science curriculum and digital education initiatives, while systematically integrating National Education and National Security Education elements.

Regarding Student Support and School Ethos, the school has cultivated PoKokese virtues through Po Kok SuperSTAR Award Scheme, referred to as "IMPRESS", which would stand for Independent Learner, Master of Relationships, Positive lifestylist, Reputed Volunteer, Exemplary Achiever, Scholastic Reader and Smart Pokokese. This award scheme would aim to cultivate and develop students' positive character strengths, encouraging them to be bold in their attempts, proactive in their learning, and to face challenges with a positive attitude across various areas such as self-directed learning, positive emotions, characters, healthy living, service, learning, reading and activity participation. In the upcoming year, the school will emphasize positive education, aiming to inspire students' inner potential, help them develop positive character, self-discipline, and healthy interpersonal relationships, and prepare them to plan for a fulfilling life, laying a solid foundation for their future. In addition, opportunities for serving in community will be given to students continuously. Training and debriefing sessions will be offered to volunteers, who will also receive stars as part of the Po Kok SuperSTAR 3.0 Award.

For student performance, the school has created opportunities for students to participate actively in a variety of competitions, including the Speech Festival, the Inter-School Dance Festival, and the Inter-School Sports Competition, among others. In the coming year, we will continue to discover and nurture students' talents by encouraging them to take part in a wide range of competitions, especially in academic and STREAM-related areas.