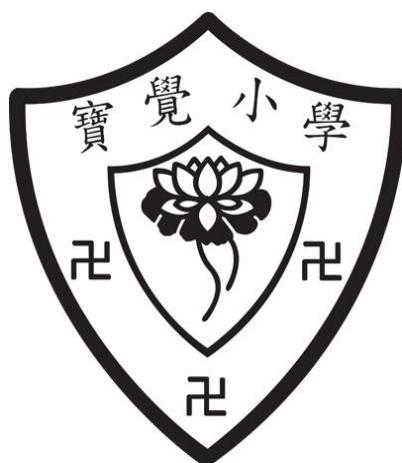


Po Kok Primary School



Annual School Plan

2026- 2027

Po Kok Primary School
Annual School Plan
2026-2027

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A. School Vision & Mission

The vision of the School is as follows:-

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

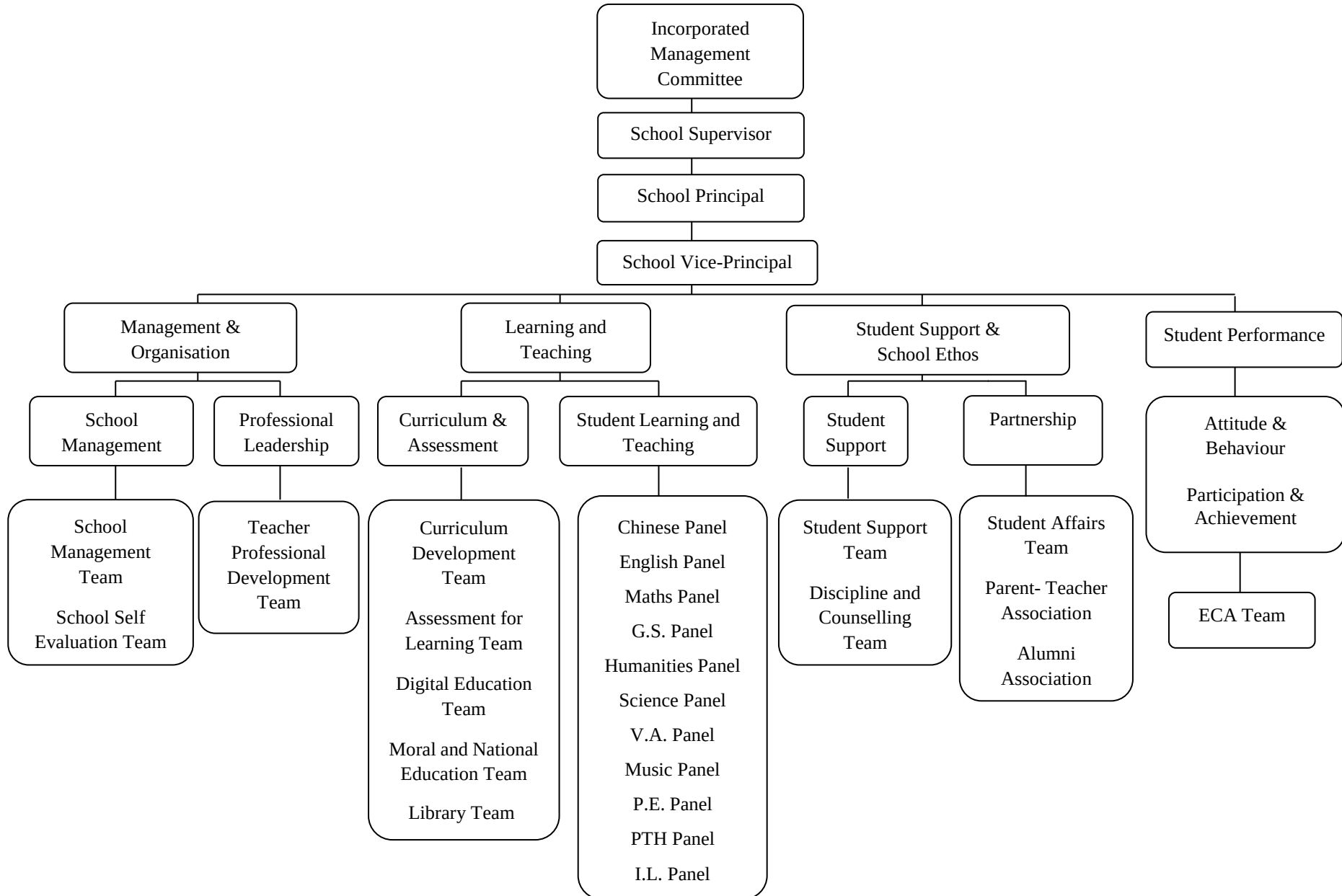
The mission of the School is as follows:-

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

B. School Goals

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

C. School Administration Chart



D. Team and Panel List

Domain	Division	Team/Panel	Team Leader/ Panel Head	Members
Management & Organisation (Mr Danny Chan)	School Management (Mr Danny Chan)	School Management	Ms Kathy Chung	Mr Danny Chan, Mr Wayne Yip, Ms Agnes Wong, Ms Jessica Lee, Ms Eva Lee, Ms Charlie Wong, Ms Queenie Fok
		School Self Evaluation Team	Mr Danny Chan	Mr Wayne Yip, Ms Agnes Wong, Ms Queenie Fok
	Professional Leadership (Mr Danny Chan)	Teacher Professional Development Team	Mr Danny Chan	Ms Savannah Wong, Ms Kan Chan, Ms Jessica Cheong, Ms Elfreda Mak, Mr Stephen Ko
Learning & Teaching Student Support & School Ethos (Ms Queenie Fok)	Curriculum & Assessment (Ms Queenie Fok)	Curriculum Development Team	Ms Queenie Fok/ Ms Eva Lee	Ms Savannah Wong, Ms Kan Chan, Ms Jessica Cheong, Ms Elfreda Mak, Mr Stephen Ko
		Assessment for Learning Team	Ms Eva Lee	Ms Jenny Hor, Ms Kan Chan, Ms Wendy Ling, Ms Elfreda Mak, Mr Stephen Ko
		Digital Education Team	Mr Stephen Ko	Mr Wayne Yip, Ms Queenie Fok, Ms Savannah Wong, Ms Kan Chan, Ms Wendy Ling, Ms Elfreda Mak, TSS
		Moral and National Education Team	Ms Kathy Chung/ Ms Charlie Wong	Mr Danny Chan, Mr Wayne Yip, Ms Elfreda Mak, Mr Gary Au-yeung
		Library Team	Ms Doris Law	Ms Jenny Hor, Ms Kan Chan, Ms Jessica Cheong, Ms Elfreda Mak, Mr Stephen Ko
	Student Learning & Teaching (Ms Queenie Fok)	Chinese Panel	Ms Jenny Hor/ Ms Savannah Wong	Ms Charlie Wong, Ms Grace Chan, Ms Lucia Weng, Ms Cindy Li, Ms May Law, Ms Florence Kwan, Ms Jackie Lee
		English Panel	Ms Queenie Fok/ Ms Kan Chan	Ms Kitty Wan, Ms Jessica Lee, Ms Kan Chan, Ms Agnes Wong, Mr Danny Chan, Ms Doris Law, Mr Gary Au-yeung
		Mathematics Panel	Ms Wendy Ling/ Ms Jessica Cheong	Ms Elfreda Mak, Mr Wayne Yip, Mr Steve Lai, Ms Maxine Lui, Ms Eva Lee, Mr Roy Leung, Mr Ray Ching
		General Studies Panel	Ms Elfreda Mak	Mr Kenson Choi, Ms Alky Chau, Mr Stephen Ko, Ms Karen Chau
		Humanities Panel	Ms Elfreda Mak	Ms Yanner Leung, Ms Jessica Cheong, Ms Karen Chau, Ms Ada Ho, Ms Cherry Yeung, Ms Alky Chau
		Science Panel	Mr Stephen Ko	Ms Queenie Fok, Mr Gary Au-yeung, Ms Alky Chau, Ms Yanner Leung, Ms Grace Chan, Mr Steve Lai, Ms Ada Ho
		Visual Arts Panel	Ms Cindy Li	Ms Kitty Wan, Ms Karen Chau, Ms Wendy Ling, Ms Lucia Weng, Ms Elfreda Mak, Ms Doris Law, Ms Kan Chan, Ms Jackie Lee
		Music Panel	Mr Roy Leung	Ms Alky Chau, Ms Ada Ho, Mr Ray Ching, Ms Jessica Cheong, Ms Queenie Fok
		Physical Education Panel	Mr Kenson Choi	Mr Wayne Yip, Mr Steve Lai, Mr Ray Ching, Mr Roy Leung
		Putonghua Panel	Ms Florence Kwan	Ms Yanner Leung, Ms Cherry Yeung, Ms Grace Chan, Ms Eva Lee, Ms May Law
		Integrated Learning Panel	Mr Gary Au-yeung	Ms Yanner Leung, Ms Alky Chau, Ms Karen Chau, Ms Ada Ho, Ms Cherry Yeung, Ms May Law, Ms Maxine Lui
Students Performance (Ms Agnes Wong)	Student Support (Ms Agnes Wong)	Student Support Team	Ms Agnes Wong/ Ms Jackie Lee	Ms Wendy Ling, Ms Doris Law, Ms Grace Chan, Mr Roy Leung, Social Worker, Speech Therapist
		Discipline & Counseling Team	Ms Agnes Wong/ Ms Mamta	Ms Kitty Wan, Ms Cindy Li, Mr Kenson Choi, Mr Gary Au-yeung, Ms Florence Kwan, Ms Maxine Lui, Social Worker
		Student Affairs Team	Ms Jessica Lee	Ms Agnes Wong, Ms May Law, Ms Alky Chau
	Partnership (Ms Jessica Lee)	Parent- Teacher Association	Ms Jessica Lee	Mr Danny Chan, Ms Charlie Wong, Ms Mamta, Mr Steve Lai, Ms May Law, Ms Karen Chau, NET
		Alumni Association	Ms Jessica Lee	Ms Eva Lee, Ms Jenny Hor
Management & Organisation (Mr Wayne Yip)	Attitude & Behavior Participation & Achievement (Mr Wayne Yip)	Extra- curricular Activity Team	Mr Wayne Yip	Mr Steve Lai, Ms Karen Chau, Ms Ada Ho

School Annual Plan

2026- 2027

Major concern I: Engage Students Through Wonder, Nurture Active Learners

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

- Enhancing the Better Teaching and Learning Scheme 4.0 to maximize the impact of 6E inquiry-based and self-directed learning strategies.
- Empowering students to take charge of their learning through active inquiry, while investigating the integration of artificial intelligence (AI)
- Broadening student horizons and learning pathways through dynamic STREAM education.

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<u>Curriculum Development Team</u> • Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can • implement the refined scheme. • design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	• Stakeholder survey • School-based student questionnaire • Record of lesson observations • Co-planning • Minutes of subject meetings	• Year round	• All subjects	• Better Teaching and Learning Scheme 4.0 • Co-planning record
	• Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, • over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. • over ★80% of the P.3-6 students are able to make use of e-learning platforms and ★AI tools (Chinese, English, Science/ Humanities) to conduct self- learning activities. • Over ★85% of the students can achieve the “Independent Learner” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	• Record of lesson observations • Samples of school-based worksheets and materials • Stakeholder survey • School-based student questionnaire • Minutes of subject meetings • Po Kok SuperSTAR Award Scheme		• All subjects • DC Team	• School-based worksheets and materials • Record of Po Kok SuperSTAR Scheme

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	<u>Assessment for Learning Team</u> ★ By analyzing the performance of Primary 1 and Primary 2 students in the RainbowOne formative assessments across both the first and second terms, as well as quiz accuracy rates during lesson observations, aims to evaluate the effectiveness of teachers' use of the 6E and KWL strategies alongside the integration of AI and e-learning, and to determine whether these approaches enhance students' understanding of the related topics	★ At least 70% of the P.1-2 students are able to achieve over 60% accuracy in the RainbowOne formative assessments across both the first and second terms. ★ At least 60% of the P.3-6 students are able to achieve over 60% accuracy in the short quizzes conducted during lesson observations for each major subject, using RainbowOne or other e-learning platforms.	★ Primary 1 and Primary 2 student performance in RainbowOne formative assessments across both the first and second terms ★ Short quiz results from P.3-P.6 major subject lesson observations	• Year round	★ All major subjects - CD Team	- Data analysis of RainbowOne - Google form quizzes - Other electronic platforms
	<u>Digital Education Team</u> Make use of ★ AI and e-learning platforms to conduct self-learning activities	★ Over 85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons.	- Students' questionnaire - Lesson observation record - Minutes of subject panels	• Year round	• Major Subjects	- Online learning platform - Teaching resources of major subjects
	<u>德育及國民教育組</u> 老師能持續優化教學策略，落實「優化課堂教學計劃 4.0」，深化學生自主學習能力	★ 從恆常會議、觀課及共同備課文件中可見，超過 85% 老師能： - 實踐優化後的課堂教學計劃 - 設計教學活動以促進學生的探究思維和自主學習策略（即 6E 探究模式、KWL 圖表、預習工作表、自學組織圖、紅綠燈自我檢查表等）。	- 持分者問卷 - 校本學生問卷 - 科務會議紀錄 - 觀課 - 共同備課文件	• 全年性	• 課程組	- 優化教學計劃 4.0 - 共同備課文件
	<u>Library Team</u> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★ 85% of the teachers can implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	• Year round	★ All subjects	- Better Teaching and Learning Scheme 4.0 - Co-planning record

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.3-6 students are able to make use of e-learning platforms and ★AI tools (Chinese, English, Science/ Humanities) to conduct self-learning activities. - over ★85% of the students can achieve the "Independent Learner" title in the Po Kok SuperStar Award Scheme (70% of total number of stars in the whole year).	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings - Po Kok SuperSTAR Award Scheme	Year round	★All subjects - DC Team	- School-based worksheets and materials - Record of Po Kok SuperSTAR Scheme
	<u>中文科</u> 老師能持續優化教學策略，落實「優化課堂教學計劃 4.0」，深化學生自主學習能力	從恆常會議、觀課及共同備課文件中可見，超過★85%老師能： - 實踐優化後的課堂教學計劃。 - 設計教學活動以促進學生的探究思維和自主學習策略（即 6E 探究模式、KWL 圖表、預習工作表、自學組織圖、紅綠燈自我檢查表等）。	- 持分者問卷 - 校本學生問卷 - 科務會議紀錄 - 觀課 - 共同備課文件	全年性	課程組	- 中文科優化教學計劃 4.0 - 共同備課文件
	★透過課堂內外的學習活動，並結合人工智能與電子學習進行自主學習，培養學生自主學習和探究思維能力	從校本學生問卷、科務會議紀錄、共同備課及觀課後檢討中可見： - 超過★85%的學生同意，透過參與課堂的探究性學習活動，能夠培養主動學習和探究的思維能力。 - 超過★80%的小三至六年級學生能夠運用電子學習平台及★人工智能工具進行自主學習活動。 - 超過★85%的小一至六年級學生在 Po Kok SuperSTAR 計劃中獲得「Independent Learner」稱號（佔全年星星總數的 70%）。	- 觀課 - 校本工作紙 - 持分者問卷 - 校本學生問卷 - 科務會議紀錄 - PoKok SuperSTAR 計劃記錄		- 課程組 - 訓輔組	- 校本工作紙 - Po Kok SuperSTAR 計劃
	<u>English Panel</u> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	Year round	CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.3-6 students agree that they are able to make use of e-learning platforms and ★AI tools to conduct self-learning activities. - over ★85% of the students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings - Po Kok SuperSTAR Award Scheme	• Year round	- CD Team - DC Team	- School-based worksheets and materials - Record of Po Kok SuperSTAR Scheme
	<u>Mathematics Panel</u> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	• Year round	• CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record
	Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.3-6 students are able to make use of e-learning platforms to conduct self-learning activities. - over ★85% of the students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (IMPRESS) (70% of total number of stars in the whole year).	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings - Po Kok SuperSTAR Award Scheme		- CD Team - DC Team	- School-based worksheets and materials - Record of Po Kok SuperSTAR Scheme
	<u>General Studies Panel</u> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	• Year round	• CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the P.3 and P.6 students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.3 and P.6 students agree that they are able to make use of e-learning platforms and ★AI tools to conduct self-learning activities. - over ★85% of the P.3 and P.6 students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings - Po Kok SuperSTAR Award Scheme	Year round	- CD Team - DC Team	- School-based worksheets and materials - Record of Po Kok SuperSTAR Scheme
	<u>Humanities Panel</u> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Record of lesson observations - Co-planning - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings	Year round	CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record
	Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the P.1-2 and P.4-5 students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.1-2 and P.4-5 students agree that they are able to make use of e-learning platforms and ★AI tools to conduct self-learning activities. - over ★85% of the P.1-2 and P.4-5 students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings - Po Kok SuperSTAR Award Scheme		- CD Team - DC Team	- School-based worksheets and materials - Record of Po Kok SuperSTAR Scheme

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	Science Panel Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	• Year round	• CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record
	Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - Over ★85% of the P.1-2 and P.4-5 students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.4-5 students are able to make use of e-learning platforms and ★AI tools (Chinese, English, Science/ Humanities) to conduct self-learning activities. - Over ★85% of the P.1-2 and P.4-5 students can achieve the "Independent Learner" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings - Po Kok SuperSTAR Award Scheme		• CD Team • DC Team	- School-based worksheets and materials - Record of Po Kok SuperSTAR Scheme
	Visual Arts Panel Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	• Year round	• CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record
	Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.3-6 students agree that they are able to make use of e-learning platforms and ★AI tools (Chinese, English, Science/ Humanities) to conduct self-learning activities.	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings - Po Kok SuperSTAR Award Scheme		• All subjects • CD Team	- School -based worksheets and materials - Record of Po Kok SuperSTAR Scheme

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	Music Panel Teachers are able to utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, lesson observations and co-planning meetings, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	• Year round	• All subjects	- Better Teaching and Learning Scheme 4.0 - Record of lesson observation - Record of co-planning
	Students are able to develop capabilities in active learning and inquiry thinking through thinking learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.3-6 students agree that they are able to make use of e-learning platforms and ★AI tools (Chinese, English, Science/ Humanities) to conduct self-learning activities.	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings			- Supplementary worksheets - Preview worksheets
	Physical Education Panel Teachers are able to utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, lesson observations and co-planning meetings, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of subject meetings	• Year round	• CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record
	Students are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities, ★integrating AI and e-learning, within and beyond the classroom	From lesson observations, minutes of subject meetings, co-planning record and school-based student questionnaire, - over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the P.3-6 students agree that they are able to make use of e-learning platforms to conduct self-learning activities.	- Record of lesson observations - Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of subject meetings			My Fitness Booklet
	普通話科 老師持續優化教學策略，落實「優化課堂教學計劃4.0」，深化學生自主學習能力	有★85%以上的老師能實踐優化後的課堂教學計劃4.0。設計課堂教學活動，促進學生的探究思維和自主學習策略。(即 6E 探究模式、KWL 圖表、預習工作紙、紅綠燈自我檢示等。)	- 老師問卷 - 科務會議紀錄 - 觀課文件 - 共同備課文件	• 全年性	• 課程組	- 問卷記錄 - 恆常科組會議紀錄 - 觀課文件 - 共同備課記錄

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Refine teaching and learning strategies to develop students' capabilities in active learning and inquiry thinking	學生通過參與探究思維學習活動，★並結合人工智能與電子學習進行自主學習和探究思維的能力	- 有★85%以上的學生認同，透過參與課堂的探究性學習活動，能培養主動學習和探究的思維能力。 - 有★80%以上的小三至六年級學生能夠利用電子學習平台進行自學活動。	- 觀課 - 持分者問卷 - 校本學生問卷 - 科務會議 - 共同備課	全年性	課程組	- 問卷記錄 - 觀課文件 - 會議記錄 - 共同備課文件
	<u>Integrated Learning Panel</u> Utilise the Better Teaching and Learning Scheme 4.0 to promote self-directed learning	From subject minutes, records of lesson observations, co-planning, school-based teacher questionnaire, over ★85% of the teachers can - implement the refined scheme. - design teaching and learning activities to promote inquiry thinking and the use of self-directed learning strategies (i.e. 6E inquiry model, KWL chart, preview worksheets, graphic organisers, traffic-light checklist etc.).	- Stakeholder survey - School-based students' questionnaire - Record of lesson observations - Co-planning - Minutes of Integrated Learning meetings	Year round	CD Team	- Better Teaching and Learning Scheme 4.0 - Co-planning record
	Develop students' capabilities in active learning and inquiry thinking through learning activities within and beyond the classroom	From minutes of subject meetings, co-planning record and school-based student questionnaire, over ★85% of the students agree that they are able to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons.	- Samples of school-based worksheets and materials - Stakeholder survey - School-based students' questionnaire - Minutes of Integrated Learning subject meetings			School-based worksheets and materials
	<u>Discipline and Counselling Team</u> - Develop students' capabilities in active learning and inquiry thinking through learning activities, ★integrating AI and e-learning, within and beyond the classroom - Po Kok SuperSTAR (IMPRESS) – Independent Learner	From minutes of team meetings and school-based student questionnaire, - over ★85% of the students agree that this award scheme could enhance them to develop capabilities in active learning and inquiry thinking through participating in inquiry thinking learning activities in lessons. - over ★80% of the students are able to make use of e-learning platforms and ★AI tools (Chinese, English, Science/ Humanities) From the result of Po Kok SuperSTAR, over ★85% of the students can achieve the “Independent Learner” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- School-based students' questionnaire - Record of minutes of CD Team and major subjects - Record of number of students who achieved the “Independent Learner” title	Year round	- CD Team - Major subjects	- Edx app for Po Kok SuperSTAR - Prizes

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Promote STREAM education to step up for self-directed learning	<u>Teacher Professional Development Team</u> ★ Equip students to acquire AI and STREAM-related knowledge and skills through different learning activities	★ Over 90% of the teachers can attend 10 hours of professional training on digital education.	- Records of major subjects' minutes - Teachers' questionnaire - Training record	Year round	Major Subjects' Panel Head	GEESE Program
	<u>Curriculum Development Team</u> Equip students to acquire STREAM-related knowledge and skills through different learning activities	- Over ★80% of the students can score at least 7 marks in the theme-based 'STREAM project'/'STREAM week' learning activities. - From the school-based student questionnaire, over ★80% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge.	- School-based questionnaire - Minutes of subject meetings - Mark record of STREAM project learning	Year round	- General Studies - Humanities - Science - Mathematics - Visual Arts - Library Team - Related subjects	- Samples of STREAM project - Scientific inquiry learning materials
	<u>Digital Education Team</u> Establish school-based STREAM talent pool to develop students' potential through regular trainings and inter-school competitions	★ From the school-based student questionnaire, over 80% of the students agree that the 'STREAM project'/'STREAM week' learning activities and other scientific inquiry activities can encourage their active construction of knowledge.	- Websams – Talent Databank - Students' questionnaire	Year round	ECA team	- Websams online platform - Students' competition record
	<u>Library Team</u> Equip students to acquire STREAM-related knowledge and skills through different learning activities	- Over ★80% of the students can score at least 7 marks in the theme-based 'STREAM project' learning activities. - From the school-based student questionnaire, over ★80% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge.	- School-based questionnaire - Minutes of subject meetings - Mark record of STREAM project learning	Year round	- Mathematics - General Studies - Science - Humanities - Visual Arts - Related subjects	- Samples of STREAM project - Scientific inquiry learning materials
	<u>English Panel</u> Equip students to acquire STREAM-related knowledge and skills through different learning activities	- From the school-based student questionnaire, over ★80% of the students agree that their reading skills can be enhanced through the PEEG STREAM booklet. - From the school-based student questionnaire, over ★80% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge.	- School-based questionnaire - Minutes of subject meetings - Mark record of STREAM project learning	Year round	★ CD team - Mathematics - General Studies - Science - Computer Studies - Visual Arts - Library Team - Related subjects	- Samples of ★ PEEG STREAM booklet - STREAM project - Scientific inquiry learning materials

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Promote STREAM education to step up for self-directed learning	<u>Mathematics Panel</u> Equip students to acquire STREAM-related knowledge and skills through different learning activities	- Over ★80% of the students can score at least 7 marks in the theme-based ‘STREAM project’/ ‘STREAM week’ learning activities. - From the school-based student questionnaire, over ★80% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge.	- School-based questionnaire - Minutes of subject meetings - Mark record of STREAM project learning	Year round	- General Studies - Science - Humanities - Visual Arts - Library Team - Related Subjects	- Samples of STREAM project - Scientific inquiry learning materials
	<u>General Studies Panel</u> Equip students to acquire STREAM-related knowledge and skills through different learning activities	- Over ★80% of the P.3 and P.6 students can score at least 7 marks in the theme-based ‘STREAM project’/ ‘STREAM week’ learning activities. - From the school-based student questionnaire, over ★80% the P.3 and P.6 students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge.	- School-based questionnaire - Minutes of subject meetings - Mark record of STREAM project learning	Year round	- CD Team - Science - Humanities - Library Team - Mathematics - Visual Arts	- Samples of STREAM project - Scientific inquiry learning materials
	<u>Science Panel</u> Equip students to acquire STREAM-related knowledge and skills through different learning activities	- Over ★80% of the P.1-2 and P.4-5 students can score at least 7 marks in the theme-based ‘STREAM project’/ ‘STREAM week’ learning activities. - From the school-based student questionnaire, over ★80% of the P.1-2 and P.4-5 students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge.	- School-based questionnaire - Minutes of subject meetings - Mark record of STREAM project learning	Year round	- CD Team - General Studies - Library Team - Mathematics - Visual Arts - Related Subjects	- Samples of STREAM project - Scientific inquiry learning materials
	<u>Visual Arts Panel</u> Equip students to acquire STREAM-related knowledge and skills through different learning activities	- Over ★80% of the students can score at least 7 marks in the theme-based ‘STREAM project’/ ‘STREAM week’ learning activities. - From the school-based student questionnaire, over ★80% of the students agree that the STREAM activities and other scientific inquiry activities can encourage their active construction of knowledge.	- School-based questionnaire - Minutes of subject meetings - Mark record of STREAM project learning	Year round	- Library Team - Mathematics - General Studies - Science - Humanities - Related subjects	- Samples of STREAM project - Scientific inquiry learning materials

Major Concern II: Implement positive education, cultivate students' positive values and mindsets, and enhance their sense of well-being

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

- Emphasizing positive education, which aims to inspire students' inner potential, help them develop positive character, self-discipline, and healthy interpersonal relationships, laying a solid foundation for a fulfilling life.
- Providing opportunities for students to serve in the community and engage them in reflection after the service.

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	<u>Curriculum Development Team</u> • Introduce the positive reading programme to promote positive values and mindsets	• Over ★80% of the students can complete the theme-based positive reading book report. • From the school-based student questionnaire, over ★80% of the students agree that the positive reading Campus TV programmes can promote positive values.	• Minutes of subject meetings • Positive reading book report samples	• Year round	• Chinese • English • General Studies • Humanities • Science • Library Team	• Positive reading book report samples • Related teaching materials
	<u>德育及國民教育組</u> • 引入積極閱讀計劃，以促進積極的價值觀和心態	從科務會議紀錄、正向閱讀小冊子記錄及校本學生問卷可見： • ★超過 80%的學生能夠完成主題式正向讀書報告。 • ★超過 80%的學生認為校園電視台節目可以推廣正向價值觀。	• 科務會議紀錄 • 正向閱讀小冊子記錄 • 校本學生問卷	• 全年性	• 課程組	• 正向閱讀小冊子 • 相關教學資源
	• Po Kok SuperSTAR (IMPRESS) – Master of Relationships I Appreciate: 學生寫下欣賞的話，欣賞同學們的優質課業 We Appreciate: 師生寫下欣賞感謝大使的服務	• ★超過 80%的小三至六年級學生在 Po Kok SuperSTAR 計劃中獲得「Master of Relationship」稱號（佔全年明星總數的 70%）。	• 科務會議紀錄 • 校本學生問卷		• 學生支援組	• “We appreciate ...” 壁報 • “I appreciate ...” 壁報 • Po Kok SuperSTAR 計劃
	<u>Library Team</u> • Introduce the positive reading programme to promote positive values and mindsets	• Over ★80% of the students can complete the theme-based positive reading book report. • From the school-based student questionnaire, over ★80% of the students agree that the positive reading Campus TV programmes can promote positive values.	• Minutes of subject meetings • Positive reading book report samples	• Year round	• Chinese • English • General Studies • Humanities • Science	• Positive reading book report samples • Related teaching materials
	<u>中文科</u> • 引入積極閱讀計劃，以促進積極的價值觀和心態	從科務會議紀錄、正向閱讀小冊子記錄及校本學生問卷可見： • 超過★80%的學生能夠完成主題式正向讀書報告。 • 超過★80%的學生認為校園電視台節目可以推廣正向價值觀。	• 科務會議紀錄 • 正向閱讀小冊子記錄 • 校本學生問卷	• 全年性	• 課程組	• 正向閱讀小冊子 • 相關教學資源

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	- Po Kok SuperSTAR (IMPRESS) – Master of Relationships - I Appreciate: 學生寫下欣賞的話，欣賞同學們的優質課業 - We Appreciate: 師生寫下欣賞感謝中文大使的服務	超過★80%的小三至六年級學生在 Po Kok SuperSTAR 計劃中獲得「Master of Relationship」稱號（佔全年明星總數的 70%）。	- 科務會議紀錄 - 校本學生問卷	全年性	學生支援組	“We appreciate ...” 壁報 “I appreciate ...” 壁報 - Po Kok SuperSTAR 計劃
	English Panel Introduce the positive reading programme to promote positive values and mindsets	- Over ★80% of the students can complete the theme-based positive reading book report. - From the school-based student questionnaire, over ★80% of the students agree that the positive reading Campus TV programmes can promote positive values.	- Minutes of subject meetings - Positive reading book report samples	Year round	- CD Team - Chinese - General Studies - Humanities - Science - Library Team	- Positive reading book report samples - Related teaching materials
	- Po Kok SuperSTAR (IMPRESS) – Master of Relationships - I Appreciate: Students write words of appreciation to appreciate their classmates’ good work - We Appreciate: Teachers and students write words of appreciation to appreciate English Ambassadors	- Over ★80% of the P.3-6 students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year). - Over ★80% of the P.3-6 students agree this scheme can help them to appreciate the strengths of themselves and others, and enhance their sense of happiness.	- Minutes of subject meeting - School-based questionnaire - Student questionnaire - Record of number of students who achieved the “Master of Relationship” title		- DC Team - SS Team	“We appreciate ...” board “I appreciate ...” board - Record of Po Kok SuperSTAR Scheme
	Mathematics Panel We Appreciate: Teachers and ambassadors are assigned to praise the ambassadors monthly for the outstanding or great improvement in the services at school	Over ★80% of the P.4-6 Maths ambassadors agree this scheme can cultivate positive campus culture and environment and help them to appreciate the strengths of others.	- School-based students’ questionnaire - Minutes of subject meetings	Year round	SS Team	“We appreciate ...” board
	I Appreciate: Teachers post the students’ good work on their studies monthly, post them on the classroom board and invite classmates to write the appreciation message	Over ★80% of the P.3-6 outstanding or students with great improvement agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships.				- Classroom board - Appreciation memos
	Po Kok SuperSTAR Award Scheme (IMPRESS) – Master of Relationships	Over ★80% of the students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	Po Kok SuperSTAR Award Scheme		DC Team	- Banner in classroom - Edx app record for Po Kok SuperSTAR Scheme - Prizes

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	<u>General Studies Panel</u> Introduce the positive reading programme to promote positive values and mindsets	- Over ★80% of the P.3 and P.6 students can complete the theme-based positive reading book report. - From the school-based student questionnaire, over ★80% of the P.3 and P.6 students agree that the positive reading Campus TV programmes can promote positive values.	- Minutes of subject meetings - Positive reading book report samples	• Year round	- Library Team - Chinese - English - Humanities - Science	- Positive reading book report samples - Related teaching materials
	Po Kok SuperSTAR (IMPRESS) – Master of Relationships	Over ★80% of the P.3 and P.6 students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- Minutes of subject meetings - School-based questionnaire		SS Team	“We appreciate...” Board “I appreciate...” Board
	“We appreciate...” Board Teachers and students write appreciation messages to appreciate STREAM Ambassadors	Over ★80% of the P.3 and P.6 students agree this scheme can cultivate positive campus culture and environment, and help them to appreciate the strengths of others.				
	“I appreciate...” Board Teachers post the students’ good work monthly, post them on the classroom board and invite classmates to write the appreciation message	★80% of the P.3 and P.6 students agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships.				
	<u>Humanities Panel</u> Introduce the positive reading programme to promote positive values and mindsets	- Over ★80% of the P.1-2 and P.4-5 students can complete the theme-based positive reading book report. - From the school-based student questionnaire, over ★80% of the P.1-2 and P.4-5 students agree that the positive reading Campus TV programmes can promote positive values.	- Minutes of subject meetings - Positive reading book report samples	• Year round	- Library Team - Chinese - English - Science	- Positive reading book report samples - Related teaching materials
	Po Kok SuperSTAR (IMPRESS) – Master of Relationships	Over ★80% of the P.1-2 and P.4-5 students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- Minutes of subject meetings - School-based questionnaire		SS Team	“We appreciate...” Board “I appreciate...” Board
	“I appreciate...” Board Teachers post the students’ good work monthly, post them on the classroom board and invite classmates to write the appreciation message	★80% of the P.1-2 and P.4-5 students agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships.				
	<u>Science Panel</u> Introduce the positive reading programme to promote positive values and mindsets	- Over ★80% of the P.1-2 and P.4-5 students can complete the theme-based positive reading book report. - From the school-based student questionnaire, over ★80% of the P.1-2 and P.4-5 students agree that the positive reading Campus TV programmes can promote positive values.	- Minutes of subject meetings - Positive reading book report samples	• Year round	- CD Team - Library Team - Chinese - English - General Studies	- Positive reading book report samples - Related teaching materials

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	Po Kok SuperSTAR (IMPRESS) – Master of Relationships	Over ★80% of the P.4-5 students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	- Minutes of subject meetings - School-based questionnaire	• Year round	• SS Team	“We appreciate...” Board “I appreciate...” Board
	“We appreciate...” Board Teachers and students write appreciation messages to appreciate STREAM Ambassadors.					
	“I appreciate...” Board Teachers post the students’ good work monthly, post them on the classroom board and invite classmates to write the appreciation message	Over ★80% of the P.1-2 and P.4-5 students agree this scheme can help them to appreciate the strengths of themselves and others, and enhance their sense of happiness.				
	Visual Arts Panel “We appreciate ...” Board Teachers and students write words of appreciation to appreciate VA ambassadors monthly for the services at school	From the school-based questionnaire, over ★80% of the P.3-6 students agree this scheme can cultivate positive campus culture and environment, and help them to appreciate the strengths of others.	- Subject meeting - Students’ questionnaire	• Year round	• SS Team	“We appreciate ...” Board
	Po Kok SuperSTAR (IMPRESS) – Master of Relationships	Over 75% of the P.3-6 students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme.	- Students’ questionnaire - Po Kok SuperSTAR (IMPRESS)			Po Kok SuperSTAR (IMPRESS)
	Physical Education “We appreciate ...” Board Teachers and students write words of appreciation to appreciate ambassadors of different teams and subjects.	Over ★80% of the students agree this scheme can help them to appreciate the strengths of themselves and others, and their sense of happiness has also been enhanced.	School-based students’ questionnaire	• Year round	• SS Team	“We appreciate ...” Board
	Po Kok SuperSTAR (IMPRESS) – Master of Relationships	Over ★80% of the students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	Result of Po Kok SuperSTAR (IMPRESS)			
	普通話科 Po Kok SuperSTAR (IMPRESS) – Master of Relationships (人際關係)	有★80%以上的學生能在「寶覺之星獎勵計劃」的「人際關係」範疇中達標。(在全年能取得星星的數目佔整體 70%)。	- 校本學生問卷 - 校本教師問卷 - 科務會議記錄 - 老師觀察	• 全年性	- 訓練組 - 學習支援組	“We Appreciate”表格 - EDX 記錄
	教師挑選學生擔任普通話大使，在活動中進行協助，推廣普通話，在活動完成後，老師和大使們挑選一位欣賞的同學，並邀請同學在“We Appreciate”表格寫上讚賞的字句	有 80%以上的小四至六年級學生認同正向校園文化及環境能幫助他們欣賞別人的長處。				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	<u>Integrated Learning Panel</u> • Appreciation card	From the school-based students' questionnaire, • ★80% of the students agree that writing of appreciation card can cultivate a positive campus culture and environment. • ★80% of the students agree that writing the appreciation card can help them to establish positive interpersonal relationships.	• School-based students' questionnaire • Observation • Minutes of Integrated Learning meetings • APASO	• Year round	• /	• Appreciation cards • Boards
	• Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect • Po Kok Family-100 th Day of School Celebration	• From the school-based student questionnaire, over ★85% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members.	• Minutes of Integrated Learning meetings • School-based questionnaire • P.1 Interdisciplinary booklets samples • Observation	• January		• Videos • Gifts • Cards • Songs • Group game materials • Refreshment
	• Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties.	• From the school-based teachers' questionnaire, over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. • From the school-based students' questionnaire, over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	• School-based students' questionnaire • School-based teachers' questionnaire • APASO • Minutes of Integrated Learning subject meetings	• Year round	• DC Team, • CD Team	• /
	<u>Student Support Team</u> • We Appreciate Teachers and ambassadors are assigned to appreciate the ambassadors monthly for the outstanding or great improvement in the services at school	• ★80% of the P.3-6 students agree this scheme can cultivate positive campus culture and environment, and help them to appreciate the strengths of others.	• Individual interview	• Year round	• All subjects and teams	• We appreciate board
	• Independent Learner Teachers post the students' good work on their studies monthly on the classroom board and invite classmates to write the appreciation message	• ★80% of the P.3-6 outstanding students or students with great improvement agree this scheme can help them to discover their own strengths as well as those of others, which has enabled them to build more positive interpersonal relationships.	• Students' questionnaires		• CD Team • Major subjects	• Classroom board • Appreciation memos
	• Po Kok SuperSTAR (IMPRESS) – Master of Relationship	• From the result of Po Kok SuperSTAR, over ★85% of the students can achieve the “Independent Learner” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	• Record of number of students who achieved the “Master of Relationship” title		• All subjects and teams • CD Team • DC Team	• Edx app for Po Kok SuperSTAR • Prizes

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
1. Cultivating a positive campus culture and environment, and establishing positive interpersonal relationships	<u>Discipline and Counselling Team</u> • Po Kok SuperSTAR (IMPRESS) – Master of Relationship	• From the result of Po Kok SuperSTAR, over ★80% of the students can achieve the “Master of Relationship” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	• School-based students’ questionnaire • Observation • Minutes of the DC Team • APASO • Individual interview • Record of number of students who achieved the “Master of Relationship” title	• Year round	• SS Team	• Banners and posters • Class photos • Classroom score boards • Kiosks • Teaching materials used in the class teacher periods • We appreciate Board • Edx app for Po Kok SuperSTAR • Prizes • Birthday badges and gifts
	• Positive classroom managements Arrange the school environment and classroom spaces to promote the messages of positive education. Class teacher periods (Monday & Friday: Relationship) “We appreciate ...” Board Teachers and students write appreciation messages to appreciate prefects.	From the school-based students’ questionnaire, • ★75% of the students agree that those arrangements of the school and classroom environment could enhance their understanding of positive education and foster a positive atmosphere within the school. • ★75% of the students agree that class teacher periods on Mondays and Fridays could strengthen the bonding among school and teachers, also enhance their relationships with others. • Over ★80% of the P.4-6 students agree this scheme can help them to appreciate the strengths of myself and others, and my sense of happiness has also been enhanced.				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<u>Teachers Professional Development Team</u> Enhance teachers' stress management capabilities Enable them to recognize and utilize stress-reduction methods to achieve physical and mental balance	From teachers' questionnaire and teacher interview, 80% of the teachers agree that the measures taken can alleviate work stress, increase their job satisfaction, and professional fulfillment.	- Teachers' questionnaire - Teachers' interview	• Year round	• /	• Geese Program
	Enhance teachers' abilities to promote positive education	Over ★80% of the teachers can participate in a positive education related training course.				
	<u>Curriculum Development Team</u> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect	- Over ★85% of the P.1 students can score at least 7 marks in the interdisciplinary activities. - From the school-based student questionnaire, over ★85% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members.	- School-based questionnaire - Minutes of subject meetings - P.1 Interdisciplinary booklets samples and mark record	• Nov-Jan	- English - Humanities - Library Team	- P.1 Inter-disciplinary booklets - Related teaching materials
	Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based students' questionnaire - School-based teachers' questionnaire - APASO - Minutes of team and subject meetings	• Year round	- DC Team - All subjects	• /
	<u>德育及國民教育組</u> 舉辦 P.1「寶覺大家庭」跨課程活動，鼓勵使用正向語言，並加強欣賞、感恩和相互尊重的文化	從校本學生問卷、科務會議紀錄、P.1 跨課程小冊子可見： ★超過 85%的小一學生在跨課程活動中能取得至少 7 分。 ★超過 85%的小一學生認為跨課程活動有助於加強學校成員之間欣賞、感恩和相互尊重的文化。	- 校本問卷 - 科務會議紀錄 - P.1 跨課程小冊子	• 十一月至一月	• 課程組	• P.1 跨課程小冊子
	教師善用正面的語言進行回饋，肯定學生的個人優勢和努力，讓學生養成樂觀積極的態度去學習、解決困難	從校本學生問卷、校本教師問卷、持分者問卷、科務會議紀錄可見： ★超過 80%的教師認為在日常教學中可以使用正向的語言來鼓勵學生。 ★超過 80%的學生認同教師在日常教學中可以使用正向的語言來鼓勵他們，增強他們繼續學習和接受挑戰的能力。	- 校本學生問卷 - 校本教師問卷 - 持分者問卷 - 科務會議紀錄	• 全年性	- 課程組 - 訓輔組	• /

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<u>Library Team</u> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect	- Over ★85% of the P.1 students can score at least 7 marks in the interdisciplinary activities. - From the school-based student questionnaire, over ★85% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members.	- School-based questionnaire - Minutes of subject meetings - P.1 Interdisciplinary booklets samples and mark record	Nov-Jan	- English - Humanities	- P.1 Inter-disciplinary booklets - Related teaching materials
	<u>中文科</u> 舉辦 P.1「寶覺大家庭」跨課程活動，鼓勵使用正向語言，並加強欣賞、感恩和相互尊重的文化	從校本問卷、科務會議紀錄、P.1 跨課程小冊子可見： - 超過★85%的小一年級學生在跨課程活動中能取得至少 7 分。 - 超過得 85%的小一年級學生認為跨課程活動有助於加強學校成員之間欣賞、感恩和相互尊重的文化。	- 校本問卷 - 科務會議紀錄 - P.1 跨課程小冊子	十一月至一月	課程組	- 中文科校本課程 - P.1 跨課程小冊子
	教師善用正面的語言進行回饋，肯定學生的個人優勢和努力，讓學生養成樂觀積極的態度去學習、解決困難	從校本學生問卷、校本教師問卷、持分者問卷、科務會議紀錄可見： - 超過★80%的教師認為在日常教學中可以使用正向的語言來鼓勵學生。 - 超過★80%的學生認同教師在日常教學中可以使用正向的語言來鼓勵他們，增強他們繼續學習和接受挑戰的能力。	- 校本學生問卷 - 校本教師問卷 - 持分者問卷 - 科務會議紀錄	全年性	- 課程組 - 訓輔組	/
	<u>English Panel</u> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect	- Over ★85% of the P.1 students can score at least 7 marks in the interdisciplinary activities. - From the school-based student questionnaire, over ★85% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members.	- School-based questionnaire - Minutes of subject meetings - P.1 Interdisciplinary booklets samples and mark record	Nov-Jan	- CD Team - Humanities - Library Team	- P.1 Inter-disciplinary booklets - Related teaching materials
	Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based students' questionnaire - School-based teachers' questionnaire - APASO - Minutes of team and subject meetings	Year round	- DC Team - CD Team	/

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<u>Mathematics Panel</u> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based students' questionnaire - School-based teachers' questionnaire - APASO - Minutes of subject meetings	Year round	- CD Team - DC Team	/
	Data Handling Activity Students have to promote positive emotions and understand their characters, strengths, abilities and health	Over ★80% of the P.5 students agree that Data Handling Activity can foster the cultivation of positive emotions, characters, abilities and health of students.	- School-based students' questionnaire - Students' work - Minutes of subject meetings	January	Mathematics teachers	Data handling activity worksheet
	<u>General Studies Panel</u> Make good use of positive language for feedback, affirming students' personal strengths and efforts	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the P.3 and P.6 students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based questionnaire - Minutes of subject meetings	Year round	- CD Team - DC Team	/
	<u>Humanities Panel</u> Organise P.1 Po Kok Family Interdisciplinary Activity to encourage the use of positive language, and strengthen a culture of appreciation, gratitude, and mutual respect	- Over ★85% of the P.1 students can score at least 7 marks in the interdisciplinary activities. - From the school-based student questionnaire, over ★85% of the P.1 students agree that the interdisciplinary activity can help strengthen a culture of appreciation, gratitude, and mutual respect among school members.	- School-based questionnaire - Minutes of subject meetings - P.1 Interdisciplinary booklets samples and mark record	Nov-Jan	- Library Team - English	- P.1 Inter-disciplinary booklets - Related teaching materials
	Make good use of positive language for feedback, affirming students' personal strengths and efforts	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the P.1-2 and P.4-5 students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based questionnaire - Minutes of subject meetings	Year round	- CD Team - DC Team	/
	<u>Science Panel</u> Make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the P.1-2 and P.4-5 students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based questionnaire - Minutes of subject meetings	Year round	- CD Team - DC Team	/

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<u>Visual Arts Panel</u> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based students' questionnaire - School-based teachers' questionnaire - APASO - Minutes of team and subject meetings	• Year round	- CD Team - DC Team	• /
	<u>Music Panel</u> Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based students' questionnaire - School-based teachers' questionnaire - APASO - Minutes of team and subject meetings	• Year round	- CD Team - DC Team	• /
	<u>Physical Education Panel</u> Recess activities Different sport activities (Ringfit Zone, Running Zone, Ball Game Zone, Ipad E-Sport Zone, Hula Hoop Zone, Rock-climbing Zone) would be provided daily at recess to cultivate their interest of doing sports and enhance students' awareness towards a healthy lifestyle	- From students' recess activities participation record, ★80% of the students have participated in sport activities during recess regularly (2-3 times a week). - From school-based students' questionnaire, ★80% of the students agreed that sport activities during recess cultivated their interest of doing sports and enhanced their awareness towards a healthy lifestyle.	- School-based students' questionnaire - Record of students' recess activities participation - Minutes of subject meetings - Record of number of students who achieved the target in the school-based fitness booklet - Samples of school-based fitness booklet - Result of Po Kok SuperSTAR (IMPRESS)	• Year round	• DC Team	• /
	- Establish an optimized sports atmosphere to promote regular exercising through producing Campus TV programmes and refining the Fitness Booklet - Po Kok SuperSTAR (IMPRESS) – Positive Lifestylist	- From the record of the school-based fitness booklet, ★75% of the students achieve the target in the school-based fitness booklet and cultivate a habit to exercise regularly at school and home. - From school-based students' questionnaire, ★75% of the students agree that the videos could enhance the sports atmosphere in daily life and assist them in relaxing both physically and mentally. - From the result of Po Kok SuperSTAR, over ★80% of the students can achieve the "Positive Lifestylist" title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).				
	Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	- Over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - Over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.	- School-based students' questionnaire - Minutes of subject meetings - Result of Po Kok SuperSTAR (IMPRESS)		- CD Team - DC Team	

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	普通話科 • 教師善用正面的語言進行回饋，肯定學生的個人優勢和努力，讓學生養成樂觀積極的態度去學習、解決困難	• 有 80% 以上的老師認為在日常教學中可以使用正向的語言來鼓勵學生。 • 有 ★80% 以上的學生認同老師在日常教學中可以使用正向的語言來鼓勵他們，增加他們繼續學習和接受挑戰的能力。	• 校本學生問卷 • 校本教師問卷 • 持分者問卷 • 科務會議記錄 • 老師觀察	• 全年性	• 訓輔組 • 課程組	• 正向禮貌小錦囊
	Integrated Learning Panel • Assemblies	• From the school-based students' questionnaire, over ★80% of the students agree that talks can cultivate their related positive values and attitudes.	• School-based students' questionnaire • Observation • Minutes of the DC Team • APASO	• Year round	• SS Team	• Materials needed in the recess activities • Videos • Banner • Edx app for Po Kok SuperSTAR • Prizes
	• ★Positive Growth Program	• ★To strengthen digital citizenship and law-abiding values among P.3-6 students, the program teaches internet etiquette and legal responsibilities, preventing cybercrime and fostering a safe, respectful, and self-disciplined school community.				
	• ★Plus Mind Workshops	• ★To help P.1-2 children and families identify and regulate emotions, building resilience, strengthening parent-child bonds, and fostering a supportive mental wellness mindset through interactive games and vegetable characters.				
	Student Support Team • Parents' seminar EP conducts a parents' seminar about positive parenting	• At least ★60% of the parents agree that the workshop can help them cultivate positive emotions.	• Parents' questionnaires	• Year round	• /	• EP
	• Teachers' workshops Teachers attend a workshop about positive education	• At least ★80% of the teachers agree that the trainings can help them better understand positive education and mindfulness.	• Teachers' questionnaires			
	• Mindfulness exercises Mindfulness exercises for P.1-6 are held during lunch time Mindfulness/ Emotional regulation in-class workshops are conducted in IL lessons	• ★55% of the students agree that the exercises can equip them with positive attitudes and skills in emotional management, making them feel happier, calmer and more fulfilled. • ★55% of the students agree that they feel prepared to cope with stress and anxiety in the future.	• Students' questionnaires		• Integrated Learning	• Panda programme • Services provider
	Discipline and Counselling Team • Po Kok SuperSTAR (IMPRESS) – Positive Lifestylist	• From the result of Po Kok SuperSTAR, over ★80% of the students can achieve the “Positive lifestylist” title in the Po Kok SuperSTAR Award Scheme (70% of total number of stars in the whole year).	• School-based students' questionnaire • Observation • Minutes of the DC Team • APASO • Record of number of students who achieved the “Positive Life stylist” title	• Year round	• Physical Education • Integrated Learning	• Materials needed in the recess activities • Videos • Banner • Edx app for Po Kok SuperSTAR • Prizes

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	Class teacher periods (Tuesday to Thursday: Rest and relaxation)	From the school-based students' questionnaire, ★75% of students agree that class teacher periods from Tuesday to Thursday could increase their chance to rest and relax. ★75% of students agree that class teacher periods from Tuesday to Thursday could help them to reduce stress and they would try to practice after school.	- School-based students' questionnaire - Observation - Minutes of the DC Team - APASO - Record of number of students who achieved the "Positive Life stylist" title	Year round	- Physical Education - Integrated Learning	- Materials needed in the recess activities - Videos - Banner - Edx app for Po Kok SuperSTAR - Prizes
	Positive Star	From the school-based students' questionnaire, ★80% of the students agree that "Positive Star" award can motivate them to recognize and develop 24 character strengths.				
	Healthy Snacks	From the school-based students' questionnaire, ★80% of the students agree that they could bring healthy snacks and drinks to school.				
	Recess activities Different sport activities (Ringfit Zone, Running Zone, Ball Game Zone, iPad E-Sport Zone, Hula Hoop Zone, Rock-climbing Zone) would be provided daily at recess to cultivate their interest of doing sports and enhance students' awareness towards a healthy lifestyle	- From students' recess activities participation record, ★80% of the students have participated sport activities during recess regularly (2-3 times a week). - From school-based students' questionnaire, ★80% of the students agreed that sport activities during recess cultivated their interest of doing sports and enhanced their awareness towards a healthy lifestyle.				
	Assemblies	From the school-based students' questionnaire, ★70% of the students agree that the assemblies can strengthen their positive values and attitude.				
	Teachers make good use of positive language for feedback, affirming students' personal strengths and efforts, allowing students to develop an optimistic and positive attitude to engage in learning and solving difficulties	From the school-based students' questionnaire, - over ★80% of the teachers agree that they can use positive language to encourage students in their daily teaching. - over ★80% of the students agree that teachers can use positive language to encourage them in their daily teaching, enhancing their ability to continue learning and accept challenges.				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
2. Fostering the cultivation of positive emotions, characters, abilities and health of students, teaching staff and parents	<u>Student Affairs Team</u> Host activities related to healthy lifestyle habits, diet, and exercises to enhance the physical health of students	★85% of the students can achieve 10 stars in the “EatSmart Healthy Lunch Programme” in the category “Positive Lifestylist” of Po Kok SuperSTAR Award Scheme (★70% of the total number of stars in the whole year). - EatSmart Accreditation Scheme - Green Monday Campaign (1 star per month by lunch teacher) - Healthy Lunch Check (1 star per month by SA team leader) ★85% of the students agree that Healthy Snacks Competition can boost their interest in eating healthy snacks. ★85% of the students agree that Happy Fruit Month can encourage them to eat an adequate amount of fruit every day.	- Review of teachers’ observations - School-based students’ questionnaire - Record of the number of students who get 60% of stars in the “EatSmart Healthy Lunch Programme” in the category “Positive Lifestylist” of Po Kok SuperSTAR Award Scheme	Year round	DC Team	- Edx app for Po Kok SuperSTAR 4.0 - Prizes - Happy Fruit Month activities
	Arrange parenting education activities Enable parents to understand the main principles of positive education, promote positive parenting methods and the use of positive language. Provide information on healthy living to promote positive emotions and positive parent-child relationships	★80% of the parents agree that parenting education activities can raise their awareness of positive parenting methods and can foster positive parent-child relationships.	- School-based questionnaire (Google form) - Review of teachers’ observations	Year round	PTA	/

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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	<u>Curriculum Development Team</u> Provide diverse life-wide learning activities to cultivate positive values and attitudes	- Over ★85% of the students can complete the life-wide learning worksheets. - From the school-based student questionnaire, over 80% of the students agree that the life-wide learning activities organized by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	- Minutes of subject meetings - Life-wide learning worksheet samples	Year round	- DC Team - ECA Team - SS Team - Related subjects and teams	Life-wide learning worksheet samples
	<u>Assessment for Learning Team</u> ★To enhance students' learning motivation by providing diverse platforms for showcasing their learning outcomes and competition achievements.	35% of the P.4-5 participants can win awards in the ICAS Assessments. Show students' award results on the electronic 'kiosk' to recognize their achievements.	Results of the ICAS Assessments	Year round	- English - Mathematics ★Science	- Electronic 'kiosk' - ICAS Assessment results - School website
	<u>Digital Education Team</u> Optimize Campus TV Program arrangement to strengthen the students' self-confidence	Over 80% of the students agree that the optimized campus TV program can strengthen their self-confidence and enhance a sense of achievement.	- Students' questionnaire - Interview of selected students	Year round	DC Team	- School Campus TV program - School website
	<u>德育及國民教育組</u> 提供多元化的全方位學習活動，培養正面價值觀和態度	從科務會議紀錄、全方位活動工作紙、校本學生問卷可見： ★超過 85%的學生能夠完成全方位學習工作紙。 - 超過 80%的學生認同學科舉辦的全方位學習活動有助於豐富他們的學習經歷，並建立積極主動的人生態度。	- 科務會議紀錄 - 全方位活動工作紙 - 校本學生問卷	全年性	- 課程組 - 訓輔組 - 課外活動組 - 學習支援組	全方位活動工作紙
	Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer 傑出服務的大使獲得讚賞。	★75%《憲法》和《基本法》學生校園大使能取得 Reputed Volunteer 銜頭（佔全年星星總數的 70%）。	- 科務會議紀錄 - PoKok SuperSTAR 計劃記錄		訓輔組	Po Kok SuperSTAR 計劃
	Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever 鼓勵學生參與多樣化的活動、比賽和表演	超過 50%學生能取得 Exemplary Achiever 銜頭（全年收集至少 2 顆星）。	- 學生比賽記錄 - PoKok SuperSTAR 計劃記錄			
	<u>中文科</u> 提供多元化的全方位學習活動，培養正面價值觀和態度	從科務會議紀錄、全方位活動工作紙、校本學生問卷可見： - 超過★85%的學生能夠完成全方位學習工作紙。 - 超過 80%的學生認同學科舉辦的全方位學習活動有助於豐富他們的學習經歷，並建立積極主動的人生態度。	- 科務會議紀錄 - 全方位活動工作紙 - 校本學生問卷	全年性	- 課程組 - 訓輔組 - 課外活動組 - 學習支援組	全方位活動工作紙

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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	• Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer 傑出服務的中文大使獲得讚賞	• ★75%的小三至六年級中文大使能取得 Reputed Volunteer 銜頭（佔全年星星總數的 70%）。	• 科務會議紀錄 • PoKok SuperSTAR 計劃紀錄	• 全年性	• 訓輔組	• Po Kok SuperSTAR 計劃
	• Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever 鼓勵學生參與多樣化的活動、比賽和表演	• 超過 50%學生能取得 Exemplary Achiever 銜頭（全年收集至少 2 顆星）。	• 學生比賽記錄 • PoKok SuperSTAR 計劃紀錄			
	English Panel • Provide diverse life-wide learning activities to cultivate positive values and attitudes	• Over ★85% of the students can complete the life-wide learning worksheets. • From the school-based student questionnaire, over 80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	• Minutes of subject meetings • Life-wide learning worksheet samples	• Year round	• CD Team • DC Team • ECA Team • SS Team • Related subjects and teams	• Life-wide learning worksheet samples
	• Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer Outstanding English Ambassadors who carry out their duties responsibly are appreciated	• ★75% of the P.3-6 English Ambassadors can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year).	• Minutes of subject meetings • Record of Po Kok SuperSTAR Award Scheme		• DC Team	• Record of Po Kok SuperSTAR Scheme
	• Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever Encourage student participation in diverse activities, competitions and performances	• Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year).	• Student competition participation record • Record of Po Kok SuperSTAR Award Scheme			
	Mathematics Panel • Provide diverse life-wide learning activities to cultivate positive values and attitudes	• Over ★85% of the students can complete the life-wide learning worksheets. • From the school-based student questionnaire, over 80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	• Minutes of subject meetings • Life-wide learning worksheet samples	• Year round	• CD Team	• Life-wide learning worksheet samples
	• “Everyone has a duty” scheme Students are assigned to duties at school. Ambassadors who carry out duties and attend the training programs will be rewarded	• Over ★80% of the P.4-6 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials.	• Minutes of subject meetings • School-based students' questionnaire		• DC Team	• /

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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	• Po Kok SuperSTAR Award Scheme – (IMPRESS) Reputed Volunteer	• Over ★75% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year).	• Minutes of subject meetings • School-based students' questionnaire • Po Kok SuperSTAR Award Scheme	• Year round	• DC Team	• Edx app record for Po Kok SuperSTAR Scheme
	• Po Kok SuperSTAR Award Scheme – (IMPRESS) Exemplary Achiever	• Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year).				
	<u>General Studies Panel</u> • Provide diverse life-wide learning activities to cultivate positive values and attitudes	• Over ★85% of the P.3 and P.6 students can complete the life-wide learning worksheets. • From the school-based student questionnaire, over 80% of the P.3 and P.6 students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	• Minutes of subject meetings • Life-wide learning worksheet samples	• Year round	• All subjects	• Life-wide learning worksheet samples
	• Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer	• ★75% of the P.3 and P.6 students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year).	• Minutes of subject meetings • Record of Po Kok SuperSTAR Scheme		• DC Team	• Record of Po Kok SuperSTAR Scheme
	• Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever	• Over 50% of the P.3 and P.6 students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year).				
	• “Everyone has a duty” scheme Students are assigned to duties at school. STREAM ambassadors who carry out duties and attend the training programs will be rewarded.	• ★80% of the P.3 and P.6 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials.				
	<u>Humanities Panel</u> • Provide diverse life-wide learning activities to cultivate positive values and attitudes	• Over ★85% of the P.1-2 and P.4-5 students can complete the life-wide learning worksheets. • From the school-based student questionnaire, over 80% of the P.1-2 and P.4-5 students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	• Minutes of subject meetings • Life-wide learning worksheet samples	• Year round	• All subjects	• Life-wide learning worksheet samples
	• Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer	• ★75% of the P.1-2 and P.4-5 students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year).	• Minutes of subject meetings • Record of Po Kok SuperSTAR Scheme		• DC Team	• Record of Po Kok SuperSTAR Scheme
	• Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever	• Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year).				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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	Science Panel Provide diverse life-wide learning activities to cultivate positive values and attitudes	- Over ★85% of the P.1-2 and P.4-5 students can complete the life-wide learning worksheets. - From the school-based student questionnaire, over 80% of the P.1-2 and P.4-5 students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	- Minutes of subject meetings - Life-wide learning worksheet samples	• Year round	• All subjects	• Life-wide learning worksheet samples
	Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer Appreciate the outstanding STREAM Ambassadors for their service	★75% of the P.4-5 STREAM ambassadors can achieve the “Reputed Volunteer” title (70% of total number of stars in the whole year).	- Minutes of subject meetings - Record of Po Kok SuperSTAR Scheme		- General Studies - DC Team	• Record of Po Kok SuperSTAR Scheme
	“Everyone has a duty” scheme Students are assigned to duties at school. STREAM ambassadors who carry out duties and attend the training programs will be rewarded.	★80% of the P.4 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials.				
	Visual Arts Panel Provide diverse life-wide learning activities to cultivate positive values and attitudes	- Over ★85% of the students can complete the life-wide learning worksheets. - From the school-based student questionnaire, over 80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. ★75 % of the students agree that “Play with Art, Let’s make Art” activities can establish their positive and proactive attitudes towards life so as to strengthen the self-confidence.	- Minutes of subject meetings - Life-wide learning worksheet samples	• Year round	- CD Team - DC Team - ECA Team - SS Team	- Life-wide learning worksheet samples - Photos
	Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer	Over ★75 % of the students can achieve “Reputed Volunteer” title.	• Po Kok SuperSTAR (IMPRESS)		• DC Team	• Po Kok SuperSTAR (IMPRESS)
	Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever	Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme.				
	“Everyone has a duty” scheme Students are assigned to duties at school. VA ambassadors who carry out duties and attend the training programs will be rewarded.	★80% of the P.4-6 student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials.				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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	Music Panel Provide diverse life-wide learning activities to cultivate positive values and attitudes	- From the school-based student questionnaire, over 80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life. ★75% of the students agree that recess activities can establish their positive and proactive attitudes towards life so as to strengthen the self-confidence.	Minutes of subject meetings	Year round	DC Team	- Computer - Song list - Instruments
	Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever	Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year).	EDX			/
	Physical Education Panel - Provide diverse life-wide learning activities to cultivate positive values and attitudes - Active School Program will be enrolled to allow students to engage in a variety of sports activities (newly emerged sports)	- Over ★85% of the students can complete the life-wide learning worksheets. - From the school-based student questionnaire, over 80% of the students agree that the life-wide learning activities organised by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	- Minutes of subject meetings - Life-wide learning worksheet samples	Year round	- DC Team - ECA Team - SS Team - Other related subjects and teams	/
	- Everyone has a Duty Scheme - House Leaders would be assigned to assist with the various recess activities during recess. Through this service, it will help cultivate their self-confidence and sense of achievement - Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer	★80% of the P.4-6 student ambassadors agree that this service scheme could help cultivate their self-confidence, sense of achievement and also develop their potentials. ★75% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year).	- School-based students' questionnaire - Result of Po Kok SuperSTAR (IMPRESS)		DC Team	
	- Arrange for different school teams to participate in various sports competitions, in order to establish a positive and proactive attitude among students, help them fully engage in life, strengthen their self-confidence, and enhance their sense of achievement - Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever	★80% of the students agree that participating in competitions could help them establish a positive, proactive attitude and fully engage in life. ★80% of the students agree that participating in competitions could enhance their self-confidence and sense of achievement. - Over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year).	- School-based students' questionnaire - Minutes of subject meetings - Record of interclass and interschool competitions - Result of Po Kok SuperSTAR (IMPRESS)		/	Sports equipment
	普通話科 提供多元化的全方位學習活動，培養正面價值觀和態度	有★85%以上的學生認為學科舉辦的全方位學習活動有助於豐富他們的學習經歷，並建立積極主動的人生態度。	- 校本學生問卷 - 老師觀察 - 科務會議記錄	全年性	/	- 朗誦教材 - 平板電腦 - EDX 記錄

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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	Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer (服務) 挑選學生擔任普通話大使，在本科活動中協助	有 75%以上的小四至六年級學生能在「寶覺之星獎勵計劃」的「服務」範疇中達標（在全年能取得星星的數目佔整體 70%）。	- 校本學生問卷 - 老師觀察 - 科務會議記錄	全年性	/	- 朗誦教材 - 平板電腦 - EDX 記錄
	Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever (校內外比賽及表演) 挑選學生參加有關普通話的校內或校外比賽	有 50%以上的學生「寶覺之星獎勵計劃」的「校內外比賽及表演」範疇中可在寶覺之星獎勵計劃中獲得分數（全年至少收集 2 顆星）。				
	<u>Integrated Learning Panel</u> Provide diverse life-wide learning activities to cultivate positive values and attitudes Voluntary service	- Over 80% of the students can complete the life-wide learning worksheets. - From the school-based student questionnaire, over 75% of the students agree that the life-wide learning activities organized by the subject panels can help enrich their learning experiences and establish their positive and proactive attitudes towards life.	- Minutes of subject meetings - Life-wide learning worksheet samples	Year round	- DC Team - ECA Team - CD Team	Life-wide learning worksheet samples
	<u>Student Support Team</u> “Everyone has a duty” scheme: Positive Ambassadors Students are assigned to duties at school Team A positive ambassadors take care of P.1 students during recess and lunch Team B positive ambassadors do the pair-reading activities with P.2-3 SEN students	★80% of the student ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials.	- School-based students' questionnaire - Record of number of students who achieved the “Reputed Volunteer” title	Year round	/	- Pair-reading materials - School-based students' questionnaire - Minutes of team meetings
	Po Kok SuperSTAR (IMPRESS) Reputed Volunteer	From the result of Po Kok SuperSTAR, ★75% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year).	Record of number of students who achieved the “Reputed Volunteer” title			- School-based students' questionnaire - Minutes of team meetings
	<u>Discipline and Counselling Team</u> “Everyone has a duty” scheme Students are assigned to duties at school. Prefects who carry out duties and attend the training programs will be rewarded	★80% of the P.4-6 ambassadors agreed that the scheme could help cultivate their self-confidence, sense of achievement and unleash their potentials.	- School-based students' questionnaire - Observation - Minutes of the DC Team - APASO - Reflection worksheet of students - Name list of students who took part in the voluntary work - Record of number of students who achieved the “Reputed Volunteer” title	Year round	/	- Edx app for Po Kok SuperSTAR - Prizes - Reflection worksheet - Campus TV programs
	Voluntary Service	60% of the students serve at least 1 time in the Community. - From the students' questionnaire, ★80% of the students who took part in the service agree the service can establish their positive and proactive attitudes towards life. ★80% of the students who took part in the service agree that the service raise their awareness towards the community and the needs of other people.				

Target	Strategies/Work	Intended Outcome	Evaluation Method	Time Scale	Co-organizer	Resources
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	Po Kok SuperSTAR (IMPRESS) – Reputed Volunteer	From the result of Po Kok SuperSTAR, ★75% of the students can achieve “Reputed Volunteer” title (70% of total number of stars in the whole year).	- School-based students' questionnaire - Observation - Minutes of the DC Team - APASO - Reflection worksheet of students - Name list of students who took part in the voluntary work - Record of number of students who achieved the “Reputed Volunteer” title	Year round	/	- Edx app for Po Kok SuperSTAR - Prizes - Reflection worksheet - Campus TV programs
	Po Kok SuperSTAR (IMPRESS) – Exemplary Achiever	From the result of Po Kok SuperSTAR, over 50% of the students can achieve the “Exemplary Achiever” title in the Po Kok SuperSTAR Award Scheme (Collect at least 2 stars in the whole year).				
	<u>ECA Team</u> Promote student participation in diverse cultural, artistic, and sports activities, and provide performance and competition opportunities	30% of P.1-3 students get award or participate in external competitions. 60% of P.4-6 students get award or participate in external competitions.	Student Award Record	Year round	DC Team	Student Award Record
	Provide diverse opportunities for students to showcase their achievements, prominently display students' learning, competition, and service outcomes, and strengthen their learning motivation	70% of the award-winning students have a positive evaluation of the school's student achievement showcase initiatives.	- Students' questionnaire - Record of student achievement showcase platform		- DC Team - IT Team	- School website - Instagram - Newsletter - Board of Student Award - Po Kok Reporter ECA
	Provide diverse learning opportunities through Life-wide Learning and extra-curricular activities to inspire students' potential	80% of the students enjoy the activities organized by the ECA team. 80% of the students enjoy their own ECAs.	Students' questionnaire		/	/

F. Comprehensive Student Guidance Service Year Plan

I. Overall Aims

1. Cultivate an inclusive, nurturing, and values-driven school environment that promotes the holistic development, well-being, and confidence of all students.
2. Equip students with essential knowledge, skills, and ethical foundations across personal, social, academic, and career domains through diverse learning experiences and moral education.
3. Provide comprehensive, tiered support—including personalized counseling, group work, crisis intervention, and specialized services—to foster resilience and meet individual student needs.
4. Strengthen the student support network through active home-school collaboration, parent education, and ongoing professional training for teachers in guidance and counseling skills.

II. Implementation Strategies

1. Based on last year's evaluation findings concerning students' use of electronic devices, provide targeted counseling services, group activities, and workshops to guide students in a proper use of electronic devices, fostering healthy digital utilization.
2. To create opportunities for students to engage in community service, promoting volunteerism through school campus TV, newsletters, and other platforms to instill a sense of social responsibility.
3. To offer counselling services and focused group activities for students facing adaptation challenges, emotional difficulties, or mental health concerns, supporting their overall well-being.
4. To create a structured leadership training program for Positive Ambassadors, specifically catering to students with special education needs, the focus should be on integrating self-reflection while fostering personal growth and responsibility.
5. To develop and implement programs aimed at enhancing students' sense of belonging to the school community and building leadership skills through collaborative and engaging experiences.
6. To provide support and programs to students when necessary, ensuring accessibility and continuity of care for their emotional and social needs.

III. Annual plan

(1) Activities for responding to the major concerns: Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being						
Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
1. Counselling						
1.1 Counselling	- To help students with individual needs, including emotional, behavioural and learning problems through individual and group counselling - To identify, counsel and refer students with special educational needs to relevant professional support services - To promote home-school cooperation to help students to cope with challenges and difficulties. - A home visit will be given if necessary	- Base on the school needs. - In general, the quantity of cases is above 3% of all students	• All students	• 09/2026-08/2027	• N.A.	• Social worker
2. Integrated Learning						
2. 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.	• From APASO scale and observation from teachers	• P.1-P.6 students	• 09/2026-06/2027	• N.A.	- Teachers - Social worker
3. School-based counselling activities						
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	- Over 80% of the students can achieve the “Independent Learner” title (70% of total number of stars in the whole year) - Over 75% of the students can achieve the “Master of Relationship” title (70% of total number of stars in the whole year) - Over 75% of the students can achieve the “Positive Lifestylist” title (70% of total number of stars in the whole year) - Over 70% of the students can achieve the “Reputed Volunteer” title (70% of total number of stars in the whole year) - Over 50% of the students can achieve the “Exemplary Achiever” title (Collect at least 2 stars in the whole year)	• P.1-P.6 students	• 09/2026-06/2027	• \$1,000	- All teachers - Discipline and counseling team - Social worker

Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
3.2 Inter-class competition • Discipline (Sept to Oct 2026, Jan to March 2027) • Courtesy (Nov to Dec 2026, April to June 2027)	- The programmes aim at promoting good sense of responsibility, self-discipline, proper attitude to get along with other people and self-care ability among students - Teacher will score the class according to program guidelines	From school-based students' questionnaire, APASO scale, Stakeholder Survey, lesson observation and feedback of students	P.1-P.6 students	09/2026-06/2027	\$1,500	- All teachers - Discipline and counseling team - Social worker
3.3 Understanding Adolescent Project P.4-P.6	To enhance students' sense of efficacy while maintaining a positive mindset to boost resilience through group activities, workshops and sharing	From students' questionnaire, observation and feedback of students, 80% of the students agree that the program can increase their sense of achievement and responsibility	P.4-P.6 selected students	09/2026-07/2027	/	- Discipline and counseling team - Social worker - Hong Kong Playground Association
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	- From students' questionnaire, observation and feedback of students - over 80% of the students agree that the program can enhance their commitment, leadership, communication and problem-solving abilities - over 80% of the students agree that they can learn the skills and knowledge of being a leader	P.4-P.6 prefects	09/2026	\$28,000	- Discipline and counseling team - Social worker
3.5 Support P.1 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 - Bridging course - Ice-breaking Activity - Self-management Activity - Intensive remedial group (if necessary)	- From students' questionnaire, observation and feedback of teachers: - Over 80% of the students agree that the activity can help them to have good interpersonal skills - Over 80% of students feel satisfied with the activity.	P.1 students	09/2026-07/2027	\$600	- All teachers - Discipline and counseling team - Social worker
3.6 Support P.6 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: Pre-S1 Workshop Parents' Seminars and individual meeting Secondary School Places Allocation Announcement Day Support	- From students' questionnaire, observation and feedback of students: - Over 80% of the students agree that the activity helps them better prepare for the transition to secondary school - Over 80% of students feel satisfied with the activity.	P.6 students	09/2026-07/2027	N.A.	- All teachers - Discipline and counseling team - Social worker

Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
3.7 Positive Ambassador (Big Brothers Big Sisters Scheme)	- Team A: Senior students support P1 students during recess and lunch time - Team B1: Senior students accompany junior students to have speech training activities in student support room - Team B2: Senior students are paired with junior students to read English materials in student support room - A systematic training will be given to selected students with special educational needs (SEN) by School Social Worker and Speech Therapist. Students will have a record book to record the training sessions and service hours. They will carry out duties in the recess or lunch time so as to help other students - Thress training workshops in two teams respectively and a day training camping will be provided in order to enhance students' commitment and leadership	From students' questionnaire, observation and feedback of students, 70% of big brothers and big sisters can fulfill and carry out their duties - over 80% of the students agree that they can know the proper way to take care of junior students and respect each other - over 80% of the students agree that their commitment and leadership can be enhanced	• Selected SEN students	• 09/2026-06/2027	• \$30,000	- Student support team - Social worker
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	From students' questionnaire, observation and feedback of students, - over 80% of the students can gain a caring attitude towards others - over 80% of the students agree that volunteer work can encourage them to have better sense of responsibility - over 80% of the students agree that volunteer work can enhance their commitment and leadership skills	• All students	• 09/2026-05/2027	• \$6,000	- All teachers - Social worker - Community Youth Club (CYC) - NGOs
3.9 Educational student seminars	To tie in different topics of moral education curriculum, relevant seminars will be conducted in Integrated Learning period	From school-based students' questionnaire, observation and feedback of students, - over 80% of the students understand the aims and content of the activity - over 80% of the student can gain knowledge and receive positive messages from the seminars	• All students	• 09/2026-06/2027	• \$8,000	- Discipline and counseling team - Social worker - NGOs
3.10 4Rs Mental Health Charter Activities	- To promote the elements of the 4Rs (Rest, Relaxation, Relationships, and Resilience) - To help students alleviate stress and build a positive culture in school	From school-based students' questionnaire, observation and feedback of students, - over 80% of the students understand the aims and content of the activity - over 80% of student can gain knowledge and receive positive messages from the activity.	• All students	• 09/2026-06/2027	• \$50,000	- Discipline and Counseling Team - Student Support Team - Social worker - NGOs
3.11 "Smart Campus" – Positive Growth Program	To educate students on legal compliance and support their positive psychological development through seminars and in-class activities that focus on topics such as preventing bullying, fraud, theft, and managing cybersecurity crises.	From school-based students' questionnaire, observation and feedback of students, - over 80% of the students understand the aims and content of the activity - over 80% of the students can learn to be responsible persons through this activity	• P.3-P.5 students	• 09/2026-12/2026	• N.A.	- Discipline and Counseling Team - Social worker - Hong Kong Playground Association

Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
4. Programmes for specific targets						
4.1 Social skills training program	To enhance the social skills of SEN (IEP) students	From students' questionnaire, observation and feedback of students, over 70% of students agree that the program can help them to know proper way to get along with the others	Selected P.1-P.6 students	09/2026-06/2027	\$5,000	- Social worker - NGOs
4.2 P.1 thinking skills training program	To enhance students' self- management and problem solving ability	From students' questionnaire, observation and feedback of students, over 70% of students agree the program can help them improve their skills of self-management and problem solving	Selected P.1 students	10/2026-05/2027	\$15,000	- Social worker - NGOs
4.3 Fine motor training program	- To help students develop strength and coordination of the hand muscles - To develop students' motor skills	From students' questionnaire, observation and feedback of students, over 70% of the students develop good fine motor skills and feel satisfied with the program	Selected P.1-P.6 students	09/2026-06/2027	N.A	- Social worker - SWD - CWB - IFSC
4.4 Support students with SEN	- To assist SEN students in different training programmes, including Social Skills Training, Attentiveness Training and Self-management Training - To provide individual trainings for Individual Educational Plan (IEP) cases	- From the observation and feedback of students, - over 70% the students attend the trainings - over 70% the students' communication skills, learning motivation and self-management skills can be improved	Selected P.1-P.6 students	09/2026-06/2027	N.A	- Student Support Team - Teachers - Social worker
4.5 Emotional regulation program	- To improve student understanding of emotions - To enhance students' emotional regulation skills	From students' questionnaire, observation and feedback of students, over 70% of the students agree that the workshop can help them improve their emotional regulation skills	Selected P.4-P.6 students	09/2026-06/2027	\$5000	- Social worker - SWD - CWB - IFSC
5. Student support activity						
5.1 P.6 Graduation Camp	- To enhance team spirit - To enhance the ability of problem solving - To provide opportunities for students to gain life experience in the natural environment and extend classroom learning	- From students' questionnaire, observation and feedback of students, - over 80% of the students understand the aims and contents of the activity - over 80% of the students give positive feedback to the activity	P.6	04/2027	N.A.	- Teachers - Social worker - Hong Kong Playground Association
6. Activities for Parents						
6.1 Parent day supporting program	To offer information, such as social services and positive parenting techniques, to parents to better support their children within the family	Over 70% of the parents agree that the program is beneficial to them and they can gain information	Parents	01/2027-07/2027	N.A	- Social worker - Hong Kong Playground Association
6.2 Parent and Child Fun Workshop	To enhance communication and relationship between parents and children through activities	- From participants' questionnaire, observation and feedback of participants, - over 70% of the parents and the children feel satisfied with the activity - over 70% of the parents and the children agree that the workshop is beneficial to them	Parents	12/2026-06/2027	\$2,000	- Social worker - SWD - CWB - IFSC

IV. Administration

Services/ Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Person(s)-in-charge
• Policy and Organization	For school social worker, • to attend meetings for handling crisis cases • to organize teacher training to enhance teachers' ability to handle crisis cases • to attend school meetings, depending on the necessity	• To attend the school meeting, depends on the necessity	• All teachers	• 09/2026-08/2027	• Principal • All teachers • Social worker
• Case Referral	• To set up and implement the internal and external referral system whereby students' specific needs are addressed with the most appropriate services	• Over 80% of the teachers know the referral system well	• All teachers	• 09/2026-08/2027	• Discipline and counseling team
• Supporting Teachers	• Teachers' training • According to the needs of school, teachers training will be organized and arranged properly	• Over 80% of the teachers agree that the training programme is beneficial to them	• All teachers	• 09/2026-08/2027	• Social worker • NGOs

V. Evaluation and supervision

1. Regular supervision from Hong Kong Playground Association for social workers will be conducted from time to time in order to review the cases and programmes.
2. With good communication and liaison with Education Bureau, the year plan and evaluation report will be submitted on time to make sure all the work will be completed smoothly.
3. The students' opinions of the programmes will be collected by observation, evaluation forms or questionnaires, and feedback from students or teachers. The evaluation will be used to examine the effectiveness of the programmes or future planning.
4. Opinions from teachers and parents will be collected to understand about their feedback to the Comprehensive Student Guidance Service.

VI. Manpower

1. Po Kok Primary School agrees to pay HK\$993,840 of 1 year's total amount of payment to the Hong Kong Playground Association by using the SGS grant to purchase 1-year Comprehensive student guidance service. The payment shall be made in two installments.

2. Social worker's stationing time:

Monday, Tuesday, Thursday and Friday	8:00 am to 5:00 pm (including 1 hour for lunch)
Wednesday	8:00 am to 12:00 nn

3. 0.5 Social worker's stationing time:

Tuesday and Friday (2 days)	7:45 am to 5:45 pm (including 1 hour for lunch)
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4. Supervision service

At least 6 supervision meeting in a year

VII. Budget

Content	HK\$
Payment of Comprehensive student guidance service to Hong Kong Playground Association (including a full-time social worker, a part-time social worker, and supervision service for one year)	\$993,840
Total:	\$993,840

G. Plans for Government Fundings

1. Plan for ‘Capacity Enhancement Grant’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• Relieving teachers’ workload for curriculum development	• To employ 1.5 full-time janitor to assist in the daily routines, for example, cleaning and photocopying	• 09/2026-08/2027	• A sum of \$376,677.00 will be used to cover the salary and MPF of 1 full-time janitor from 09/2026 to 08/2027	• Teachers’ questionnaire will be used to assess the janitors’ performances at the end of the term	• Mr Danny Chan • SM Team

2. Plan for ‘Composite IT Grant’ (including eLearning Resources Grant)

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• Support teachers’ teaching with Information Technology	• To purchase consumables, IT equipment and online services	• 09/2026-08/2027	• A sum of \$350,000.00 will be used to purchase consumables, IT equipment and online services from 09/2026 to 08/2027	• School IT equipment will be updated and consumables will be purchased	• Mr Stephen Ko • IT Team

3. Plan for ‘Information Technology Staffing Support Grant’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• Support teachers’ teaching with Information Technology	• To purchase on-site TSS service to support the IT system and help solve IT problems encountered	• 09/2026-08/2027	• The amount of \$299,580.00 will be used to purchase on-site TSS service to support the IT system and help solve IT problems encountered from 09/2026 to 08/2027	• At the end of the term, teachers’ questionnaire will be used to evaluate the performance of the TSS	• Mr Stephen Ko • IT Team

4. Plan for ‘New Funding Mode Learning Support Grant’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• To expand the number of teaching assistants and counsellor in order to provide extra support for SEN students	• To employ 3.2 teaching assistants	• 09/2026-08/2027	• A sum of \$770,000 will be used to cover the salary and MPF of 3.2 teaching assistants from 09/2026 to 08/2027	• The teaching assistants and counsellor will be assessed by the school appraisal system	• Ms Agnes Wong • SS Team
• To provide different training programmes for SEN students to help them learn effectively in normal school	• Suitable training programs will be provided by service providers. Learning packages and teaching aids will be purchased	• 09/2026-08/2027	• A sum of \$570,000 will be used to purchase different training services and learning aids.	• Lesson observations will be used to assess the service provider. Besides, progress about students will be evaluated by reports from the service provider	• Ms Agnes Wong • SS Team

5. Plan for ‘School-based After-school Learning and Support Programmes (School-based Grant SBG)’

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
• Disney Exploration	• To enhance the knowledge and interest in STEM	• 80% of students agree that the activity enhances their knowledge of STEM.	• Observation	• Jan 2027 to May 2027	0	30	8	\$40,000	
• Peak Tour	• To introduce and know HK’s famous travel spots	• 70% of students show interest and participate actively in the activity.	• Observation	• Dec 2026 to Jan 2027	0	30	8	\$7,000	
• Ocean Park Coastal Adventure Workshop	• To enhance the knowledge and interest in sea animals	• 70% of students show interest and participate actively in the activity.	• Observation	• Jun 2027	0	30	8	\$30,000	
• Outdoor Activity	• To encourage participants to know more about Hong Kong	• 70% of students show interest and participate actively in the activity.	• Observation	• Dec 2026/Jan 2027	0	30	8	\$7,000	
• Cooking Class	• To introduce students to the diverse culinary heritage	• 70% of students feel empowered to cook independently.	• Observation	• Whole year	0	17	5	\$3,000	
Total no. of activities: <u>7</u>				@ No. of man-times	0	137	37		
				** Total no. of man-times	174				

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).

6. Plan for ‘Composite Support Grant for Non-Chinese Speaking Students’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• To support the learning and personal development of NCS students	• To employ 1.6 teachers and 2 part time teaching assistants to assist in organizing activities and support the learning of NCS students	• 09/2026 - 08/2027	• A sum of \$1,039,644.60 will be used to cover the salary and MPF from 09/2026 to 08/2027	• More manpower to support the learning of NCS students, especially in Chinese learning	• Ms Charlie Wong • SM Team
• To develop a tailor-made NCS Chinese curriculum and Chinese interdisciplinary curriculum to cater for their needs of learning	• To develop a tailor-made NCS Chinese curriculum including textbooks, exercises and produce teaching aids which help cater for NCS students	• 09/2026 - 08/2027	• A sum of \$190,000 will be used for the development of NCS curriculum of different subjects and to cover the cost of creating the teaching aids, and printing the textbooks and exercises from 09/2026 to 08/2027	• Over 90% of students agree that they can learn more effectively with the support of the school based textbooks and teaching aids (Students’ questionnaire)	• Ms Charlie Wong • CD Team
• To stimulate NCS students’ interest in Chinese learning	• Buy various IT equipment and E-learning platform to enhance the interaction in class so as to enhance students’ Chinese learning motivation	• 09/2026 - 08/2027	• A sum of \$80,000 will be used for the development of Chinese E-learning Platform and buy IT equipment from 09/2026 to 08/2027	• Over 90% of students agree that they have more motivation in Chinese learning with the support of the IT equipment and E- learning platform	• Ms Charlie Wong • CD Team
• To deliver various programs and activities so as to help improve the learning and teaching of NCS students	• Organize different activities for NCS students to support their learning	• 09/2026 - 08/2027	• A sum of \$150,000 will be used to cover the cost of all mentioned activities	• Over 90% of students agree that they can learn Chinese more effectively with the support of the activities (Students’ questionnaire)	• Ms Charlie Wong • SS Team

7. Plan for ‘The Use of the Promotion of Reading Grant’

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• Nurturing a good reading culture in schools • Enabling students to derive pleasure and enjoyment from reading • Upgrade students’ reading skill and capability to use language	• To purchase printed books and e-books • To hire services from external service providers to organize student activities related to the promotion of reading • To pay the application fees for activities and competition related to the promotion of reading • To subsidize students for their participation in and application for reading related activities or course	• 09/2026 - 08/2027	• A sum of \$34,000 will be used to cover the cost of all mentioned activities	• 70% students can get Level 2 Reading awards of the Happy Reading Program.	• Ms Doris Law • Library Team

8. Plan for 'Life-wide Learning and Sister School Grant'

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development		A5 Career-related Experiences		A6 Patriotic Education
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)				
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)	

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				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 "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
1	Cross-Disciplinary Activities												
	A. School Picnic	Nov	To organise different kinds of cross-disciplinary activities and visits to consolidate the learning of various subjects	P1-6 (375)	36	0	Non-teaching staff (18)	\$90,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	B. P1 STREAM Activities and other activities / visits	Sep-Jul		P1 (45)	5	0	0	\$2,500.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	C. P2 STREAM Activities and other activities / visits	Sep-Jul		P2 (76)	4	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	D. P3 STREAM Activities and other activities / visits	Sep-Jul		P3 (72)	3	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	E. P4 STREAM Activities and other activities / visits	Sep-Jul		P4 (52)	4	0	0	\$2,500.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	F. P5 STREAM Activities and other activities / visits	Sep-Jul		P5 (51)	4	0	0	\$2,500.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
	G. P6 STREAM Activities and other activities / visits	Sep-Jul		P6 (79)	4	0	0	\$3,000.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development		A5 Career-related Experiences	A6 Patriotic Education
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)			
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				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 "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
2	Panel-based Life-wide Learning Activities												
	A. English Panel	Sep-Jul	To organize different kinds of subject-based life-wide learning activities and visits to consolidate the learning of various subjects	P1-6 (375)	9	0	ELTA (1)	\$1,000.00		A2 Intellectual Development		B5 Observation	
	B. Mathematics Panel	Sep-Jul		P1-6 (375)	10	0	0	\$1,000.00		A2 Intellectual Development		B5 Observation	
	C. General Studies Panel	Sep-Jul		P3, P6 (151)	7	0	0	\$15,000.00		A2 Intellectual Development		B5 Observation	
	D. Science and Humanities	Sep-Jul		P1, P2, P4, P5 (224)	7	0	0	\$2,000.00		A6 Patriotic Education A8 Student Mental Health		B5 Observation	
	E. Physical Education Panel	Sep-Jul		P1-6 (375)	3	0	0	\$30,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	F. Integrated Learning Panel	Sep-Jul		P1-6 (375)	14	0	0	\$2,000.00		A7 Digital Education, Artificial Intelligence and		B5 Observation	
	G. Music Panel	Sep-Jul		P1-6 (375)	5	0	0	\$1,000.00		A4 Physical and Aesthetic Development		B5 Observation	
Post Exam Activities													
3	A. Fun Learning Day	Jul	To organize different kinds of life-wide learning activities and visits to consolidate the learning of various subjects	P1-6 (375)	36	0	0	\$1,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	B. Stream Day	Jul		P1-6 (375)	36	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development		A5 Career-related Experiences		A6 Patriotic Education
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health		A9 Others (Please specify in column L)			
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)	

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				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 "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
4	School Team												
	A. Indian Dance Team	Sep-Jul	To provide opportunities for students to deepen their multiple intelligence and strengthen their creativity and collaboration skills	P3-6 (25)	2	0	0	\$15,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	B. English Opera Team	Sep-Jul		P3-6 (10)	2	0	0	\$50,000.00		A6 Patriotic Education		B5 Observation	
5	Camp Leadership Training												
	A. P6 Graduation Camp	Apr	To enhance students’ self-confidence and leadership skills	P6 (79)	6	0	1 (non-teaching staff)	\$80,000.00		A8 Student Mental Health		B5 Observation	
	B. Uniform Groups Activities	Sep-Jul		P3-6 (20)	3	0	0	\$30,000.00		A3 Community Service A5 Career-related Experiences		B5 Observation	

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development		A5 Career-related Experiences	A6 Patriotic Education
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)			
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				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 "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	Local Activities (including online exchanges)												
6	Competitions and Performance												
	A. Speech Festival	Oct-Nov	To provide different opportunities for students to take part in various competitions and performances	P1-6 (100)	36	0	0	\$10,000.00		A2 Intellectual Development		B5 Observation	
	B. Music Festival	Mar		P1-6 (25)	5	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	C. School Dance Festival	Mar		P3-6 (25)	2	0	0	\$2,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	D. Football Competition	Sep-Jul		P3-6 (14)	1	0	0	\$5,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	E. Sports Competition	Sep-Jul		P3-6 (50)	3	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	F. Chinese Drum Performance	Sep-Jul		P3-6 (16)	1	0	0	\$3,000.00		A4 Physical and Aesthetic Development		B5 Observation	
	G. Other Competitions and Performances	Sep-Jul		P3-6 (50)	36	0	0	\$3,000.00		A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.1								\$366,500.00					

Category of the Activity:	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development		A5 Career-related Experiences	A6 Patriotic Education
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)			
Evaluation Method:	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record	B7 Others (Please specify in column N)

Category 1: Details of Activities

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				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 "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.2	Non-local Activities												
1	Study Tour to the Mainland / other cities / countries (Life-wide learning)	Sep-Jul	To gain first-hand experience of different aspects of different countries' development from multiple perspectives, thereby deepening their understanding of different countries and enhancing their sense of national identity	P3-6 (60)	10	0	3 (Non-teaching staff)	\$80,000.00		A6 Patriotic Education A8 Student Mental			
2	Sister School Scheme Mainland Cultural Exchange Programme	Jan	To enhance students' understanding of Mainland developments through sister school visits, promote peer learning via art exchanges, and provide an authentic environment for learning Putonghua	P.4-6 (20)	4	0	0	\$100,000.00	Liyuan Foreign Language Primary School (Haibin)	A6 Patriotic Education		B1 Questionnaire	
(Please insert rows above if the space provided is insufficient.)													
Total estimated expenses of item 1.2								\$180,000.00					
Total estimated expenses (sum of items 1.1 and 1.2)								\$546,500.00					

Name of Teacher Responsible for Life-wide Learning:	Wan Tsz Ling / Choi Keng Shing	Position:	APSM
Name of Teacher Responsible for the Sister School Scheme:	Wong Ka Yiu	Position:	PSM-CD

9. Plan for ‘Consolidated Home-School Co-operation Activities Grant’

Item No.	Name of activities	Aims	Targets	Estimated Expenditure	Evaluation Methods
1.	Parent-child Social activities (E.g. outing, picnic)	- Train parents to support the learning activities in schools (E.g. collaborating with schools in promoting values education, e-learning, life planning, national education, national security education, information literacy, vocational and professional education) - Offer parents practical insights into understanding their children’s emotional and developmental needs through experiential learning and joint participation - Encourage active parental involvement in school life, strengthening mutual trust and support between families and the school community	All parents & students	\$10,000	- Parents’ questionnaire - Feedback of parents’ interview - Teachers’ observation
2.	Educational activities (E.g. seminar, workshop, training course, sharing session)	- Assist parents to understand the scope and processes of middle childhood development within the systemic context of the parental, familial, and societal development - Equip parents with the knowledge, skills and attitudes to nurture children’s holistic physical, psychological and emotional development and their mental health - Help parents acquire age-appropriate and effective parent-child communication and family-oriented interpersonal skills, which will benefit the development of their primary school children - Help parents gain knowledge and skills in nurturing independent children at home through building a positive and supportive home environment, developing children’s positive mindsets, and handling the challenges in parent-child relationship	All parents	\$10,000	
3	School-based promotion materials for parent education	- Encourage parents to learn age-appropriate parenting knowledge and skills, and to be positive role models for their children - Reinforce an important prerequisite for nurturing healthy and happy children is parents’ physical and psychological well-being - Foster home-school communication and cooperation - Enhancing parenting skills, assisting parents to support their children in joyful learning and healthy development		\$6,000	

10. Plan for ‘Grant for Promotion of a Sports Ambience and MVPA60 in Schools’

Item No.	Strategies	Aims	targets	Implementation date	Estimated Expenditure
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 smart handgrip test scale etc., to integrate into daily PE lessons and various extracurricular activities	All students	Whole academic year	\$50,000
2.	Hire additional qualified coaches to assist schools in promoting sports ambience and MVPA60	Hire professional and qualified coaches, to allow students to participate in different sports of extra-curricular activities under the supervision of qualified coaches during ECA lessons.	All students	Whole academic year	\$50,000

11. Plan for ‘One-off Grant for Supporting the Introduction of Primary Science’

Item No.	Area	Details	Target	Estimated Expenditure	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.6	• \$25,000	• Feedback from teachers’ interview and observation on the use of relevant L&T resources
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)	• P.1-P.6		• Feedback from teachers’ interview and observation on the use of teaching aids and equipment

12. Plan for ‘One-off Grant for Promotion of Chinese Culture Immersion Activities’

	範疇	詳情	對象	預計支出	評估方法
1.	• 內地交流	• 資助學生參加內地文化交流活動	• 小三至小六年級	• \$30,000	• 老師的觀察和回饋 • 學生問卷

13. Plan for ‘One-off Grant for Promotion of Self-directed Language Learning (Putonghua)’

	範疇	詳情	對象	進行日期	預計支出	評估方法
1.	• 購買資源	• 購買自主學習普通話平台。 • 採購用於舉辦活動時的物資，如：攤位、教具訂製、獎品*。（*註：支出不超過總開支金額10%） • 訂購自主學習教材	• 小一至小六年級	• 全學年	• \$ 48,000 • \$ 4,000 • \$ 3,000	• 老師的觀察和回饋 • 教學平台使用數據 • 學生問卷
2.	• 購買學與教相關的服務	• 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			• \$600	• 老師的觀察和回饋 • 學生問卷

14. Plan for ‘One-off Grant for Promotion of Self-directed Language Learning (English Language)’

Item No.	Area	Description	Target	Estimated Cost	Evaluation tools
1.	• To purchase resources	• Purchasing/ subscribing to self-directed learning online learning platforms	• P.3-6	• \$60,000	• Teachers’ observation • Data from the e-platform • Student and teacher questionnaire
2.	• To purchase services related to learning and teaching	• Organizing English student activities and joining competitions to enhance the language learning atmosphere	• P.1-6	• \$5,000	• Teachers’ observation • Competition result • Student and teacher questionnaire

15. Plan for ‘Enhancement Measures for the Native-speaking English Teacher (NET) Scheme - Use of the NET Grant’

Our school is provided with the NET Grant by the Education Bureau at the amount of \$900,000 in the 2026-2027 school year. With reference to the school-based circumstances, we will employ at least one full-time NET, engage 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):

- (1) With reference to the learning needs of student(s), our school plans to deploy 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	Estimated Expenses (\$)
☒ Employing 1 NET by school direct, or ☐ Engaging service provider to provide _____ NET(s)	\$661,000
☒ Employing 1 NTA by school direct, or ☐ Engaging service provider to provide _____ NTA(s)	\$231,000
☐ Engaging service provider to provide English learning services	
Total Estimated Expenses	\$892,000

- (2) Our school will utilise the NET Grant to enhance student motivation and engagement in English learning, as well as to create an English-rich environment as follows (one or more options can be selected):

- ☒ Deploy the NET(s) (and NTAs) to take up the English language lessons (e.g. all English lessons of some classes, only oral lessons of some or all classes)
- ☒ Deploy the NET(s) (and NTAs) to arrange skill-based training classes for students (e.g. after-school oral practices for senior forms, writing classes for junior forms)
- ☒ Adopt a language-across-the-curriculum approach (e.g. STEAM education)
- ☒ Arrange co-curricular activities to students with diversified English learning experience (e.g. English morning assembly, chit-chat with students during lunch time)
- ☐ Engage English learning services from service providers (e.g. drama, debate)
- ☐ Others (please specify): _____

The above plan has been endorsed by Incorporated Management Committees (IMCs). For enquiries about the annual plan for the deployment of the NET Grant, please contact Kan Chan/ Queenie Fok (Name of Contact Person) on 25737911 (Tel. No.).

H. Budget Plan

Name of Grant	Balance of 2025-2026	Income	Budget	Balance of 2026-2027
EOEBG	919,850.08			919,850.08
Admin/Revised Admin Grant		744,000.00	753,354.00	(9,354.00)
Air-Conditioning Grant		276,243.00	270,000.00	6,243.00
Basic/Baseline		614,140.00	620,000.00	(5,860.00)
Capacity Enhancement Grant		431,700.00	376,677.00	55,023.00
Composite Information Technology Grant		351,680.00	350,000.00	1,680.00
Consolidated Home-School Co-operation Activities Grant		26,000.00	26,000.00	-
School Based Management Top Up Grant		43,242.00	43,000.00	242.00
School-Based Speech Therapy Admin Recurrent Grant		6,918.00	6,000.00	918.00
Base School School-Based Speech Therapy Adm Recurrent Grant		6,918.00	6,000.00	918.00
Top Up Student Guidance Service Grant		63,680.00	60,000.00	3,680.00
Understanding Adolescent Project Grant		122,260.00	138,837.00	(16,577.00)
Consultation Service Grant (第一期撥款)	21,693.00	73,732.25	173,340.00	(77,914.75)
School Social Work Service Grant (第一期撥款)	206,640.00	372,393.00	820,500.00	(241,467.00)
Life-wide Learning and Sister School Grant	47,071.76	519,750.00	546,500.00	20,321.76
Sub-total	1,195,254.84	3,652,656.25	4,190,208.00	657,703.09
OTHER GRANTS				
AI for Empowering Learning and Teaching Grant	500,000.00	-	-	500,000.00
Community Care Fund Assistance Program School Lunch Subsidy (第一期撥款)	-	32,640.00	32,640.00	-
Composite Support Grant for NCS Students (第一期撥款)	-	710,000.00	1,459,644.60	(749,644.60)
Drama Festival Grant	288.85	-	-	288.85
Enhanced School-based Learning Activities Support Grant	-	53,300.00	53,300.00	-
Enhancing Professional Development Teachers and Principal Grant	-	25,000.00	20,000.00	5,000.00
Information Technology Staffing Support Grant	243,316.54	350,433.00	299,580.00	294,169.54
Learning Support Grant (第一期撥款)	47,174.96	895,266.00	1,340,000.00	(397,559.04)
Moral & National Education Grant	295,305.00	-	78,000.00	217,305.00
NET Scheme Grant	34,193.55	900,000.00	892,000.00	42,193.55
One-Off Grant on Introduction of Primary Science	31,713.76	-	25,000.00	6,713.76
One-Off Grant on Promotion of Sports Ambience	100,200.00	-	100,000.00	200.00
One-off Grant for Promotion Chinese Culture Activities	32,180.94	-	30,000.00	2,180.94
One-off Grant for Promotion for English Language	69,572.00	-	65,000.00	4,572.00
One-off Grant for Promotion for Chinese Language (PTH)	55,776.00	-	55,600.00	176.00
Promotion of Reading Grant	21,614.26	33,088.00	34,000.00	20,702.26
School Based After-school Learning & Support Programme	5,345.91	-	5,345.91	-
Support Grant for NCS Students	21,313.42	-	21,313.42	-
Teacher Relief Grant	2,302,255.88	887,160.00	1,945,629.60	1,243,786.28
School Efficiency Grant	-	1,774,320.00	1,363,299.00	411,021.00
Sub-total	3,988,584.07	5,661,207.00	7,820,352.53	1,601,105.54
TOTAL	4,955,505.91	9,313,863.25	12,010,560.53	2,258,808.63

Community Care Fund Assistance Program School Lunch:
Remarks: 1st Installment (received in Aug 26) \$32,640.00
The amount of 2nd installment to be confirmed

Composite Support Grant for NCS Students
Remarks: 1st Installment (received in Aug 26) \$710,000.00
The amount of 2nd installment to be confirmed

Learning Support Grant:
Remarks: 1st Installment (received in Aug 26) \$895,266.00
The amount of 2nd installment to be confirmed

Consultation Service Grant
Remarks: 1st Installment (received in Sept 26) \$73,732.75
The amount of 2nd installment to be confirmed

School Social Work Service Grant:
Remarks: 1st Installment (received in Sept 26) \$372,393.00
The amount of 2nd installment to be confirmed