Po Kok Primary School

寶覺小學

Annual School Plan

2020- 2021

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2020-2021

Content

		Page
A.	School Vision and Mission	P.2
B.	School Goals	P.2
C.	School Administration Chart	P.3
D.	Team and Panel List	P.4
E.	Major Concerns for 2020-2021 (In order of Priority)	
I.	Create a 'Happy to Learn, Ready to Learn' environment	P.5
II.	Cultivate students' positive life values	P.24
III.	Support new teachers and foster a culture of mutual understanding and cooperation	P.32
F.	Comprehensive Student Guidance Service Year Plan	P.37
G.	Plans for Government Funding	
1.	Plan for 'Capacity Enhancement Grant'	P.43
2.	Plan for 'Composite IT Grant'	P.43
3.	Plan for 'Information Technology Staffing Support Grant'	P.43
4.	Plan for 'New Funding Mode Learning Support Grant'	P.44
5.	Plan for 'School Based After-School Learning and Support Programmes (School Based Grant SBG)'	P.44
6.	Plan for 'Enhanced Additional Funding - Support for NCS students'	P.44
7.	Plan for 'Disbursement of Extra Recurrent Grant'	P.45
8.	Plan for 'The Use of the Promotion of Reading Grant'	P.45
9.	Plan for 'Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs'	P.46
10.	Plan for 'Life-wide Learning Grant'	P.47
11.	Plan for 'Grant Scheme on Promoting Effective English Language Learning in Primary Schools'	P.53
H.	Budget Plan	P.67

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.

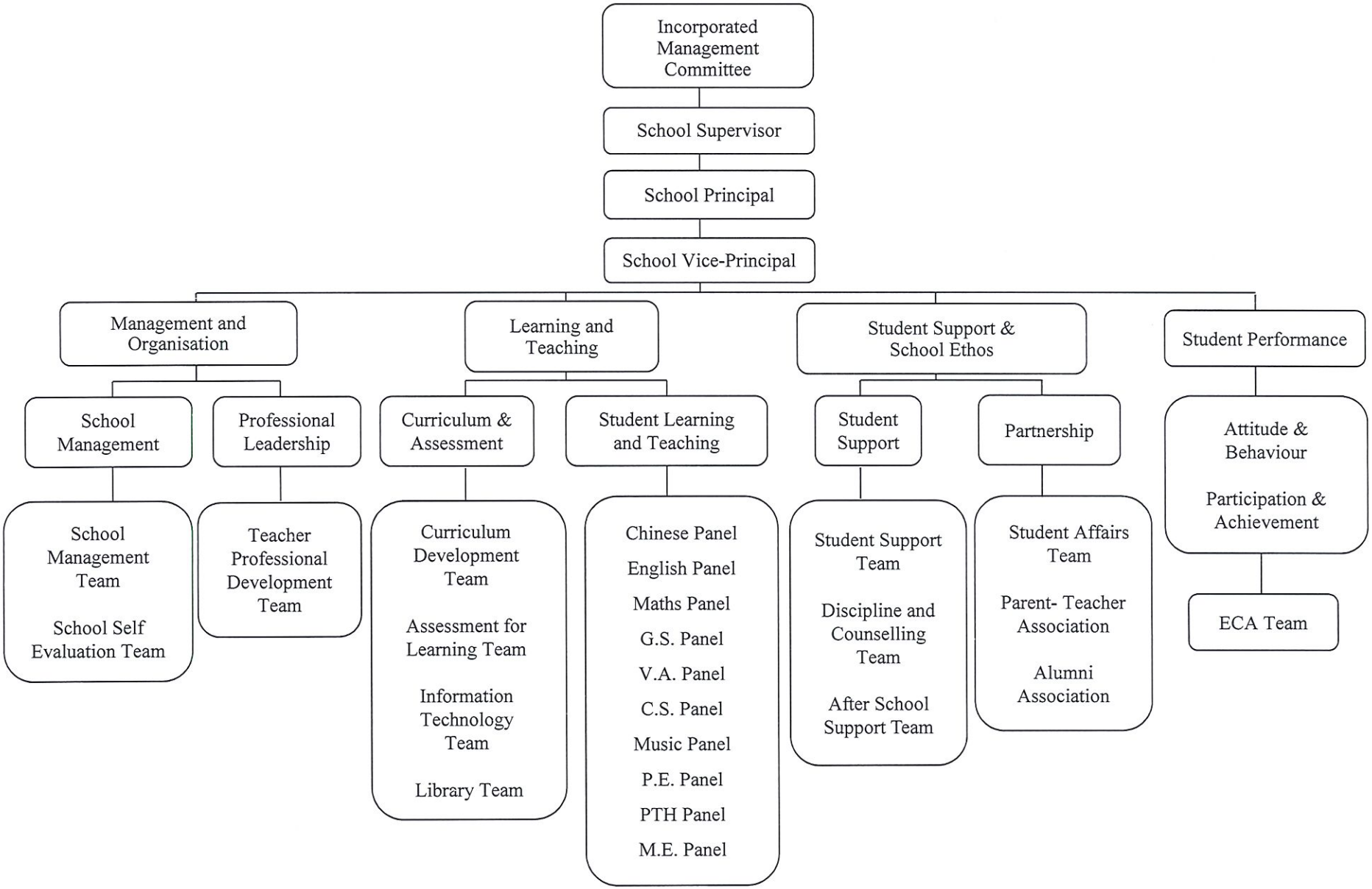
The mission of the School is as follows:-

- 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 (Ms Mimi Lok)	School Management (Ms Mimi Lok)	School Management	Ms Kathy Chung	Ms Mimi Lok, Ms Shirley Lai, Mr Wayne Yip, Ms Joe Wong, Mr Danny Chan, Mr Gary Li, Ms Agnes Wong, Mr John Tang, Ms Sarah Lau, Ms Jessica Lee
		School Self Evaluation Team	Ms Mimi Lok	Ms Shirley Lai, Mr Gary Li, Ms Agnes Wong, Ms Sarah Lau, Teachers' Representative
	Professional Leadership (Shirley Lai)	Teacher Professional Development	Ms Shirley Lai	Ms Mimi Lok, Mr Danny Chan, Ms Sarah Lau, Ms Charlie Wong, Ms Polly Ching, Teachers'Representaive
Learning & Teaching (Ms Shirley Lai)	Curriculum & Assessment (Ms Sarah Lau)	Curriculum Development Team	Ms Sarah Lau	Ms Shirley Lai, Mr Danny Chan, Ms Charlie Wong, Ms Polly Ching
		Assessment for Learning Team	Ms Eva Lee	Ms Shirley Lai, Ms Savannah Wong, Ms Florence Kwan
		Information Technology Team	Mr John Tang	Ms Shirley Lai, Mr Wayne Yip, Mr Stephen Ko, Ms Yannis Chan, Mr Ken Wong, Mr Tommy Hui
		Library Team	Ms Kitty Chan	Ms Shirley Lai, Mr Danny Chan, Ms Sarah Lau, Ms Charlie Wong
	Student Leaning & Teaching (Ms Sarah Lau)	Chinese Panel	Ms Charlie Wong	Ms Shirley Lai, Ms Florence Kwan, Ms Savannah Wong, Ms Cindy Li, Ms May Law, Ms Yanner Leung, Ms Jackie Lee, Ms Ophelia Yiu, Ms Yannis Chan, Ms Sunnie Wong
		English Panel	Mr Danny Chan	Ms Mimi Lok, Ms Joe Wong, Ms Agnes Wong, Ms Jessica Lee, Ms Joey Wong, Ms Becky Hung, Ms Queenie Fok, Ms Kitty Wan, Ms Kan Chan, Ms Doris Law, Ms Doreen Cheung, Ms Keyyona
		Mathematics Panel	Ms Polly Ching	Mr Wayne Yip, Mr Gary Li, Mr John Tang, Ms Eva Lee, Ms Maxine Lui, Ms Roy Leung, Ms Wendy Ling, Mr Steve Lai, Ms Elfreda Mak, Ms Jessica Cheong, Mr Stephen Ko, Mr Ray Ching, Mr Donald, Ms Mamta
		General Studies Panel	Ms Sarah Lau	Ms Mimi Lok, Ms Joe Wong, Mr John Tang, Ms Jessica Lee, Ms Maxine Lui, Ms Wendy Ling, Ms Becky Hung, Mr Kenson Choi, Ms Yanner Leung, Ms Savannah Wong, Mr Steve Lai, Ms Elfreda Mak, Ms Jessica Cheong, Mr Ken Wong, Mr Donald, Ms Mamta
		Visual Arts Panel	Mr Wayne Yip	Mr Gary Li, Ms Wendy Ling, Ms Becky Hung, Ms Jackie Lee, Ms Ophelia Yiu, Ms Yannis Chan, Ms Kitty Wan, Ms Doris Law, Ms Elfreda Mak, Ms Kan Chan
		Computer Studies Panel	Mr John Tang	Ms Maxine Lui, Mr Stephen Ko, Mr Ken Wong
		Music Panel	Ms Joey Wong	Ms Joe Wong, Ms Polly Ching, Ms Queenie Fok, Ms Jessica Cheong, Mr Ray Ching
		Physical Education Panel	Mr Roy Leung	Mr Wayne Yip, Ms Polly Ching, Mr Steve Lai, Mr Kenson Choi, Mr Ray Ching
		Putonghua Panel	Ms Florence Kwan	Ms Eva Lee, Ms May Law, Ms Yanner Leung, Ms Savannah Wong, Ms Sunnie Wong
		Moral Education Panel	Mr Gary Li	Ms Agnes Wong, Ms Sarah Lau, Ms Maxine Lui, Ms Kitty Wan, Ms Wendy Ling, Ms Queenie Fok, Ms Yanner Leung, Ms Yannis Chan, Ms Elfreda Mak, Ms Kan Chan, Ms Jessica Cheong, Ms Doreen Cheung, Ms Mamta
Student Support & School Ethos (Ms Mimi Lok)	Student Support (Mr Gary Li)	Student Support Team	Ms Joe Wong	Mr Gary Li, Ms Joey Wong, Ms Wendy Ling, Ms Jessica Lee, Ms Jackie Lee, Ms Yanner Leung, Social Worker
		After School Support Team	Ms Maxine Lui	Ms Joe Wong, Ms Kitty Wan, Ms Queenie Fok, Ms Elfreda Mak, Social Worker
		Discipline & Counseling Team	Mr Gary Li Ms Mamta	Ms Jessica Lee, Ms Doris Law, Ms Jackie Lee, Ms Yanner Leung, Mr Kenson Choi, Ms Cindy Li, Ms May Law, Social Worker
	Partnership (Ms Jessica Lee)	Student Affairs Team	Ms Jessica Lee	Ms Mimi Lok, Mr Gary Li, Ms Maxine Lui, Ms Becky Hung, Ms Kan Chan, Ms Jessica Cheong
		Parent- Teacher Association	Ms Jessica Lee	Ms Mimi Lok, Ms Shirley Lai, Mr Wayne Yip, Ms Joe Wong, Mr Danny Chan, Mr Gary Li, Ms Keyyona, Ms Mamta
		Alumni Association	Ms Jessica Lee	Ms Mimi Lok, Mr Gary Li, Ms Maxine Lui
Students Performance (Ms Shirley Lai)	Attitude & Behavior Participation & Achievement (Ms Agnes Wong)	Extra- curricular Activity Team	Ms Agnes Wong	Ms Shirley Lai, Mr Wayne Yip, Mr Roy Leung, Mr Steve Lai, Mr Kenson Choi, Ms Ophelia Yiu, Ms Sunnie Wong

School Annual Plan
2020- 2021
Major concern I: Create a 'Happy to Learn, Ready to Learn' environment

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	**Curriculum Development Team** To further implement the "Better Teaching and Learning Scheme 2.0." • Supervise the implementation ofthe scheme in major subjects. • Use "TIPS" to conduct lessons. • According to the last year's evaluation report, the use of "T", "P" and "S" need to be strengthened.	• All teachers	From subject minutes, lesson observations and co- planning, over 85% of the teachers can • implement the scheme. • Make good use of "TIPS" to organise their lessons, especially on the area of"T", "P" and "S". (Reported from allsubjects)	• Stakeholder survey • School- based teachers' questionnaire • Record of class observations • Co- planning, • Record of subject minutes	• Year round	• Better Teaching and Learning Scheme 2.0 • Co- planning • iPad learning materials	• All Subjects	• Critical thinking skills • Problem solving skills • Self- • management • skills • Study skills • Communication skills • Cooperative skills	• Reading to learn • Project Learning • Moral and Civic Education • Information Technology for Interactive Learning
	All subject panels continue to provide adequate professional sharing to support teachers' teaching needs and foster professional communication through: • Routine subjects' meeting. • Post- lesson reflection meetings. • Sharing sessions focusing on teaching pedagogies. • Make use of the last two collaboration meetings in each term to reflect and share teachers' teaching strategies.	• All teachers	• From the result of school- based questionnaire and interviews, 85% of the teachers agree that the sharing meetings can support their teaching needs and enable them to understand how to organise lessons.(Reported from all subjects)	• School- based questionnaire • Record of subject minutes • Co- planning • Record of class observations • Interview	• Year round	• School curriculum document	• All subjects • TPD team	/	/
	CD Team provides a workshop for all teachers about: • How to make use of "T", "P" and "S"in lessons. • How to design appropriate learning activities for their lessons to enhance students' learning effectiveness. (In response to the ESR report) • The focus of lesson observations.	• All teachers	From the result of school- based teachers' questionnaire, 85% of the teachers can understood: • how to make use of "T", "P" and "S" and design appropriate learning activities in lessons. • the focus of lesson observations.	• Teachers' interview	• Aug - Sep	• Better Teaching and Learning Scheme 2.0 • Lesson plan	• TPD Team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	**<u>Library Team</u>** To further implement the "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons. • Strengthening the usage of "P" and "S".	• All teachers	From subject minutes, lesson observations and co-planning, over 85% of the teachers can • implement the scheme. • make good use of "TIPS" to organise their lessons, especially on the area of 'P' and 'S'.(Reported from all subjects)	• Stakeholder survey • School- based teachers' questionnaire • Record of class observations • Co-planning • Record of subject minutes	• Year round	• Better Teaching and Learning Scheme 2.0 • Co-planning	• CD team	• Critical thinking skills • Problem solving skills • Self- • management skills • Study skills • Communication skills • Cooperative skills	• Reading to learn • Project Learning • Moral and Civic Education • Information Technology for Interactive Learning
	All Subject panels continue to provide adequate professional sharing to support teachers' teaching needs and foster professional communication through: • Routine subjects' meeting. • Post- lesson reflection meetings. • Sharing sessions should focus on teaching pedagogies. • Make use of the last collaboration meetings in each term to reflect and share teachers' teaching strategies.	• Subject teachers	• From the results of school- based questionnaire, 85% of the teachers agree that the sharing meetings can support their teaching needs and understand how to organise lessons. (Reported from all subjects)	• School- based questionnaire • Record of subject minutes • Co-planning • Record of class observations	• Year round	School curriculum document	• TPD team • CD team	/	/
	<u>中文科</u> 進一步善用「優化課堂教學計劃 2.0」組織課堂教學活動。 • 繼續配合"TIPS"元素，優化非華語中文科課堂教學計劃。 • 根據去年中文科的檢討會議分析，鑑於中文科仍有許多新入職老師，故中文科會繼續強化 "TIPS"的各項元素。 • 根據上年度的檢討報告，科組須加強科任運用"TIPS"元素設計課堂教學活動的技巧，其中尤以"P"分層習預習活動和"S"自學策略為主。	• 中文科任老師	從恆常會議、觀課及共同備課文件中可見，85%的老師能： • 於課堂上實踐教學計劃 2.0。 • 善用"TIPS"元素設計課堂教學活動，尤其是 "T" 科本教學策略、"P" 分層預習活動和 "S" 自學策略。	• 持分者問卷 • 校本教師問卷 • 科務會議紀錄 • 觀課 • 共同備課文件	• 全年	• 中文科優化教學計劃 • 共同備課文件	• 課程組	• 協作能力 • 溝通能力 • 明辨思考能力 • 研習能力 • 自我管理能力 • 運用資訊科技能力 • 自學能力	• 從閱讀中學習 • 德育及公民教育 • 運用資訊科技進行互動學習

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	中文科繼續透過不同途徑與科任老師分享教學心得，提升教學效能。 • 恆常會議 (課研分享)。 • 觀課後檢討。 • 來年課研分享集中於討論教學法之運用 (回應外評報告)。 • 鑑於本年仍有較多中文科新入職老師，故中文科會配合課程組訂定的共同備課政策，於每個學期的最後兩次會議，與科任共同檢視及反思教學成效。	• 中文科老師	透過校本問卷、共同備課及觀課後檢討中所見，85%的老師認同 • 透過以上的活動能有效支援他們的教學需要。 • 活動讓他們對規劃課堂教學有更清晰的了解，尤其是閱讀教學範疇。	• 校本教師問卷 • 觀課 • 科務會議紀錄 • 共同備課	• 全年	• 觀課文件 • 共同備課文件	• 課程組 • 教師發展組	/	/
	<u>English Panel</u> Continue to make use of "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons and refine the teaching framework of English based on the scheme. • According to the last year's evaluation report, the use of "T","P" and "S" need to be strengthened.	• English teachers	From subject minutes, lesson observations and co- planning, over 85% of teachers can • implement the refined teacher framework. • make good use of "TIPS" to organise their lessons, especially on the areas of "P" and "S".	• Stakeholder survey • School- based students' questionnaire • Record of English minutes • Record of lesson observations • Lesson plans • Co- planning record	• Year round	• Better Teaching and Learning Scheme 2.0 • Co- planning	• CD team	• Critical thinking skills • Problem • solving skills • Self-management skills • Study skills • Communication skills • Collaboration skills • Information Technology skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	Provide adequate professional sharing to support teachers' teaching needs and foster professional communication through: • Routine English meeting. • Post- lesson observation sharing. • Sharing sessions should focus on teaching pedagogies. • Make use of the last two collaboration meetings in each term and share teachers' teaching strategies.	• English teachers	From the result of school- based questionnaire, 85% of teachers agree that • adequate sharing is provided to support their teaching needs and understand how to organise lessons. • they have learnt from other teachers.	• School- based questionnaire • Record of English minutes	• Year round	• Record of lesson observations • Co- planning record	• TPD team • CD team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	**Mathematics Panel** To further implement the "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons. • According to the last year's evaluation report, the use of 'P' and 'S' need to be strengthened.	• Maths teachers	From subject minutes, lesson observations and co- planning, over 85% of the teachers can • implement the scheme. • make use of "TIPS" to organise lessons, especially on the area of 'P' and 'S'.	• Stakeholder survey • School- based students' questionnaire • Record of subject minutes • Record of class observations • Lesson plans • Co- planning lessons • iPad learning materials	• Year round	• Better Teaching and Learning Scheme 2.0 • Co- planning	• CD team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Cooperative skills	• Reading to learn • Project Learning • Moral and Civic Education • Information Technology for Interactive Learning
	Provide adequate professional sharing to support teachers' teaching needs and foster professional communication through: • Routine Maths meeting. • Post- lesson observation sharing. • Sharing sessions should focus on teaching pedagogies. • Make use of the last two collaboration meetings in each term.	• Maths teachers	• From the result of school- based questionnaire and interview, 85% of teachers agree that the sharing meetings can support their teaching needs and understand how to organise lessons.	• School- based questionnaire • Record of subject minutes • Class observation • Interview	• Year round	• School curriculum document	• TPD team • CD team	/	/
	General Studies Panel To further implement the "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons. • According to the last year's evaluation report, the use of "P" and "S" need to be strengthened.	• GS teachers	From subject minutes, lesson observations and co- planning, • over 85% of the teachers can implement the scheme. • Make use of "TIPS" to organise their lessons, especially on the area of "P" and "S".	• Stakeholder survey • School- based teachers' questionnaire • Record of class observations • Co- planning • Record of subject minutes	• Year round	• Better Teaching and Learning Scheme 2.0 • Co-planning • iPad learning materials	• CD Team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Cooperative skills	• Reading to learn • Project Learning • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	Provide adequate professional sharing to support teachers' teaching needs and foster professional communication through: • Routine subjects' meeting. • Post- lesson observation sharing. • Sharing sessions should focus on teaching pedagogies. • Make use of the last two collaboration meetings in each term and share teachers' teaching strategies.	• GS teachers	• From the result of school- based questionnaire and interview, 85% of teachers agree that the sharing meetings can support their teaching needs and understand how to organise lessons.	• School- based questionnaire • Record of subject minutes • Co- planning, • Record of class observations • Interview	• Year round	• School curriculum document	• TPD team • CD team	/	/
	<u>Visual Arts Panel</u> To further implement the "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons. • According to the last year's evaluation report, the use of 'P' and 'S' need to be strengthened.	• All teachers	From subject minutes, lesson observations and co- planning, over 85% of the teachers can • implement the scheme. • make use of "TIPS" to organise their lesson, especially on the area of 'P' and 'S'.	• Stakeholder survey • School- based teachers' questionnaire • Record of subject meeting minutes • Record of class observations • Co- planning • Subject minutes	• Year round	• Better Teaching and Learning Scheme 2.0 • Co- planning • iPad learning materials	• CD Team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Cooperative skills	• Reading to learn • Project learning • Moral and Civic Education • Information Technology for Interactive Learning
	Subject panel continues to provide adequate professional sharing to support teachers' teaching needs and foster professional communication through: • Routine subject's meeting. • Post- lesson reflection meetings. • Sharing sessions should focus on teaching pedagogies (In response to the ESR report). • Make use of the last two collaboration meetings in each term and share teachers' teaching strategies.	• All teachers	• From the result of school- based questionnaire and interview, 85% of teachers agree that the sharing meetings can support their teaching needs and understand how to organise lessons.	• School- based questionnaire • Record of subject minutes • Co- planning • Record of class observations • Interview	• Year round	• School curriculum document	• TPD team • CD team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	**<u>Computer Studies Panel</u>** To further implement the "Better Teaching and Learning Scheme 2.0." • Refine the teaching frameworks based on the scheme. • According to the last year's evaluation report, the use of "P" and "S" need to be strengthened.	• Subject teachers	From subject minutes, lesson observations and co- planning, over 85% of the teachers can • implement the scheme. • make use of "TIPS" to organise lessons.	• Stakeholder survey • School- based students' questionnaire • Record of subject minutes • Record of class observations • Lesson plans • Co- planning lessons • iPad learning materials	• Year round	• Better Teaching and Learning Scheme 2.0 • Co- planning	• CD team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Collaboration skills • Information Technology Skills	• Reading to learn • Project Learning • Moral and Civic Education • Information Technology for Interactive Learning
	Provide adequate professional sharing to support teachers' teaching needs and foster professional communication through: • Routine subject meeting. • Post- lesson observation sharing. • Make use of the last two collaboration meetings in each term and share teachers' teaching strategies.	• Subject teachers	• From the result of school- based questionnaire and interview, 85% of the teachers agree that the sharing meetings can support their teaching needs and understand how to organise lessons.	• School- based questionnaire • Record of subject minutes	• Year round	• Record of lesson observations • Co-planning record	• TPD team • CD team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	**Music Panel** To further implement the "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons. • Strengthening the usage to last year's evaluation report.	• Music teachers	• From subject minutes, lesson observations and co- planning, over 85% of the teachers can make use of "TIPS" to organise their lessons, especially on the area of "P" and "S".	• Lesson observations • Co- planning • Subject minutes	• Year round	• Better Teaching and Learning Scheme 2.0 • Co-planning	• CD Team	• Critical thinking skills • Problem solving skills • Self-management skills, • Study skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	Professional sharing to support teachers' teaching needs and foster professional communication through: • Routine subjects' meeting • Post-lesson reflection meetings • Sharing sessions should focus on teaching pedagogies.	• Music teachers	• From lesson observations and teachers' comments in subject meetings, 85% of teachers agree that the sharing meetings can support their teaching needs and understand how to organize the lessons.	• Lesson observations • Subject minutes	• Year round	• Lesson observation • evaluation forms	• CD Team	/	/
	Physical Education Panel To further implement the "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons. • Refine the teaching frameworks based on the scheme. • According to the last year's evaluation report, the use of 'P' and 'S' need to be strengthened.	• Subject teachers	From subject minutes, lesson observations and co- planning, over 85% of the teachers can • implement the scheme. • make good use of "TIPS" to organise lessons, especially "P" and "S".	• Stakeholder survey • School- based students' questionnaire • Record of subject minutes • Record of class observations • Lesson plans • Co- planning lessons	• Year round	• Better Teaching and Learning Scheme 2.0 • Co-planning	• CD Team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Collaboration skills	• Reading to learn • Project Learning • Moral and Civic Education

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-Organisers	Generic Skills	Four Key Tasks
1. Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	Provide adequate sharing to support teachers' teaching needs and foster professional communication through: • Routine subject meetings. • Post- lesson observation meetings. • Make use of the last two collaboration meetings in each term and share teachers' teaching strategies.	• Subject teachers	• From the result of school- based questionnaire and interview, 85% of the teachers agree that the sharing meetings can support their teaching needs and understand how to organise lessons.	• School- based questionnaire • Record of subject minutes • Co- planning • Class observations • Interviews	• Year round	School curriculum document	• TPD team • CD team	/	/
	<u>普通話科</u> 進一步善用「優化課堂教學計劃 2.0」組織課堂教學活動。 • 繼續配合"TIPS"元素，優化普通話科課堂教學計劃，尤其是"P"分層預習活動和"S"自學策略。	• 普通話科任老師	從恆常會議、觀課及共同備課文件中可見，75%的老師能： • 按照教學計劃 2.0 設計課堂活動。 • 善用"TIPS"元素設計課堂教學活動。	• 持分者問卷 • 校本學生問卷 • 恆常會議紀錄 • 觀課 • 共同備課文件	• 全年	• 優化課堂教學計劃 2.0 • 共同備課記錄	• 課程組	• 協作能力 • 溝通能力 • 批判性思考 • 解決問題能力 • 自我管理能力 • 自學能力	• 從閱讀中學習 • 德育及公民教育 • 專題研習 • 運用資訊科技進行互動學習
	普通話科透過不同途徑與科任老師分享教學心得，提升教學效能。 • 恆常會議 (課研分享) • 觀課後檢討	• 普通話科任老師	透過校本問卷、共同備課及觀課後檢討中所見，75%的老師認同： • 透過以上的活動能有效支援他們的教學需要。 • 活動讓他們對規劃課堂教學有更清晰的了解。	• 校本問卷 • 觀課 • 恆常會議 • 共同備課	• 全年	• 觀課文件 • 共同備課文件	• 課程組	/	/
	<u>Moral Education Panel</u> To further implement the "Better Teaching and Learning Scheme 2.0." • Use "TIPS" to conduct lessons. • According to the last year's evaluation report, the use of "P" and 'S' need to be strengthened.	• Subject teachers	From subject minutes, lesson observations and co- planning, over 85% of the teachers can • implement the scheme. • makegood use of "TIPS" to organise their lessons, especially on the area of "T","P" and "S".	• Stakeholder survey • School- based teachers' questionnaire • Record of co-planning and lesson observation • Record of subject minutes	• Year round	• Better Teaching and Learning Scheme 2.0 • Co- planning • iPad learning materials	• CD Team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills Cooperative skills	• Reading to learn • Project Learning • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-Organisers	Generic Skills	Four Key Tasks
1.Teachers can use Better Teaching and Learning Scheme 2.0 in lessons.	Provide adequate sharing to support teachers' teaching needs and foster professional communication through: • Routine subjects' meeting. • Post-lesson reflection meetings. • Sharing sessions should focus on teaching pedagogies. (In response to the ESR report) • Make use of the last collaboration meetings in each term and share teachers' teaching strategies.	• Subject teachers	• From the result of school- based questionnaire and interview, 85% of the teachers agree that the sharing meetings can support their teaching needs and understand how to organise lessons.	• School- based questionnaire • Record of subject minutes • Co-planning, • Record of Class Observations • Interview	• Year round	• School curriculum document	• TPD team • CD team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.1 Students are able to develop self-learning skills in stages. • Students participate actively and happily in lessons.	**Curriculum Development Team** Further utilize the graded preview activities and utilize iPad learning materials in lessons. • Major subjects and minor subjects have to further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials such as iPad learning to motivate students to participate actively and happily in lessons. • Use the "Active Learner" Scheme to encourage students' participation in lessons.(Major subjects only)	• P.1- 6	From lesson observations, subjects' minutes, co- planning and school- based questionnaire, • 85% of the students can nurture their learning interests through the graded preview activities in lessons. • 85% of the students agree that they can get instant feedbacks and understand their learning progress in lessons with the use of iPad learning materials or other interactive learning activities, thus motivating their learning interests. • From major subjects' minutes, lesson observations and book checking, over 70% of the students achieving the title of "Active Learner" in the Po Kok Super STAR Scheme. (All reported from all subjects)	• Record of class observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of subject minutes • Record of Po Kok Super STAR Scheme	• Year round	• Graded preview activities • iPad learning materials • Po Kok Super STAR Scheme	• All subjects, • DC team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	Information Technology Team • Optimize the E- whiteboard database and Rainbow One database for the E-learning teaching materials of major subjects including Chinese, English, Mathematics and General Studies.	• All teachers	• 80% of the teachers can use the E-Whiteboard Database in their teaching. • 80% of Chinese, Mathematics and General Studies teachers can apply the Rainbow One Database in their lessons.	• Teachers' questionnaire • S- drive • E- Whiteboard Database • Rainbow One Database	• Year round	• School server • Rainbow One App • Teaching resources of major subjects	• Major Subjects	/	• Information Technology for Interactive Learning
	Library Team Further utilize graded preview activities and utilize iPad learning materials in lessons. • Further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials to motivate students to participate actively and happily in lessons.	• P.1- 6	From lesson observations, subjects' minutes, co- planning and school- based questionnaire, • 85% of the students can nurture their learning interests through the graded preview activities in lessons. • 85% of the students agree that they can get instant feedbacks and understand their learning progress in lessons with the use of iPad learning materials or other interactive learning activities, thus motivating their learning interests.	• Record of class observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of subject minutes	• Year round	• Graded preview activities	• CD Team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.1 Students are able to develop self-learning skills in stages. • Students participate actively and happily in lessons.	<u>中文科</u> 進一步優化和善用分層預習活動及互動學習教材，提升學生在課堂上的學習動力。 • 進一步優化或設計分層預習活動，並把預習帶動在課堂教學上。 • 透過共同備課活動，科任老師共同優化或設計分層預習活動。 • 繼續設計互動學習教材，如：每個單元利用一至兩個課節，設計及善用「非華語中文電子學習計劃」進行互動教學、或設計其他互動遊戲，提升學生在課堂上的學習興趣。 • 優化獎勵計劃，鼓勵學生踴躍參與課堂活動。(配合課程組及訓輔組)	• P.1- 6	從觀課、恆常會議、共同備課文件及校本問卷中所見，85%的學生認同： • 他們能把預習活動運用在課堂學習上，並能從中提升學習興趣及學習效能。 • 85%的學生認同透過互動學習教材，如：中文科電子學習平台、互動遊戲等，一方面得到即時的回饋，瞭解其學習進程，一方面亦能提升他們在課堂上的學習興趣。 • 透過恆常會議、觀課及簿本查閱，超過 60%的學生能獲取一定數量的印章，成為"Active Learner"。	• 觀課 • 課業檢視 • 校本問卷 • 科務會議紀錄 • 寶覺之星 • 共同備課文件	• 全年	• 分層預習教材 • 寶覺之星 • 老師電子平台戶口 $22,500	• 課程組 • 訓輔組 • 知識共享協會	• 協作能力 • 溝通能力 • 明辨思考能力 • 研習能力 • 自我管理能力 • 運用資訊科技能力 • 自學能力	• 從閱讀中學習 • 德育及公民教育 • 運用資訊科技進行互動學習
	<u>English Panel</u> Further utilize graded preview activities and utilize iPad learning materials in lessons. • Further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials such as iLesson to motivate students to participate actively and happily in lessons. • Use the "Active Learner" Scheme to encourage students' participation in lessons.	• P.1- 6	From lesson observations, English minutes, co- planning and school- based questionnaire, • 85% of students can use the graded preview activities in lessons to raise learning motivation. • 85% of students agree that they can get instant feedbacks and understand their learning progress in lessons with the use of iLesson and other interactive learning activities, raising their learning interests. From English minutes, lesson observations and book checking, over 60% of students have achieved the title of "Active Learner" in the Po Kok Super STAR Scheme.	• Record of lesson observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of English minutes • Record of Po Kok Super STAR Scheme	• Year round	• Graded preview activities • iLesson • Po Kok Super STAR Scheme	• CD team • DC team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.1 Students are able to develop self-learning skills in stages. • Students participate actively and happily in lessons	**Mathematics Panel** Further utilize graded preview activities and utilize iPad learning materials in lessons. • Further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials such as iLesson to motivate students to participate actively and happily in lessons. • Use the "Active Learner" Scheme to encourage students' participation in lessons.	• P.1- 6	From lesson observations, subjects' minutes, co- planning and school- based questionnaire, • 85% of students can make use of the graded preview activities in lessons to increase their motivation in learning. • 85% of the students agree that they can get instant feedbacks and understand their learning progress in lesson with the use of iPad learning materials. • Over 60% of students achieved the title of "Active Learner" in the Po Kok Super STAR Scheme.	• Record of class observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of subject minutes • Record of Po Kok Super STAR Scheme	• Year round	• Graded preview activities • iPad learning materials • Po Kok Super STAR Scheme	• All subjects • DC team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	General Studies Panel Further utilize graded preview activities and utilize iPad learning materials in lessons. • Further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials such as iLesson to motivate students to participate actively and happily in lessons. • Use the "Active Learner" Scheme to encourage students' participation in lessons.	• P.1- 6	From lesson observations, subjects' minutes, co- planning and school- based questionnaire, • 85% of students can make use of the graded preview activities in lessons to increase their motivation in learning. • 85% of the students agree that they participated actively and happily in lessons with the use of iPad learning materials or other interactive learning activities. • From subjects' minutes, lesson observations and book checking, over 60% of students achieved the title of "Active Learner" in the Po Kok Super STAR Scheme.	• Record of class observations • Samples of preview activities • Stakeholder survey • School- based • students' questionnaire • Record of subject minutes • Record of Po Kok Super STAR Scheme	• Year round	• Graded preview activities • iPad learning materials • Po Kok Super STAR Scheme	• CD team • DC team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.1 Students are able to develop self-learning skills in stages. • Students participate actively and happily in lessons	**Visual Arts Panel** Further utilize graded preview activities and utilize iPad learning materials in lessons. • Further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials such as interactive whiteboards and electronic devices to motivate students to participate actively and happily in lessons. • Use interactive whiteboards and to nourish P.2-6 students' learning experience in using electronic devices to create digital art.	• P.1- 6	From lesson observations, subject minutes, co- planning and school-based questionnaire, • 85% of students can nurture their learning interests through the graded preview activities in lessons. • 85% of students agree that they can get instant feedbacks and understand their learning progress in lessons with the use of iPad learning materials or other interactive activities, thus motivating their learning interests.	• Record of class observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of subject minutes	• Year round	• Graded preview activities • iPad or interactive learning materials	• CD team • DC team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	Computer Studies Panel Continue to use graded preview activities and utilize iPad learning materials in lessons. • Further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials such as interactive whiteboard and eBook to motivate students to participate actively and happily in lessons.	• Subject teachers • Students	From lesson observations, subjects' minutes, co- planning and school-based questionnaire, • 80% of students agree that the graded preview activities can raise learning motivation and take initiative to learn in lessons. • 80% of students agree that they participate actively and happily in lessons with the use of interactive whiteboard and E- book activities.	• Record of class observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of subject minutes • Record of Po Kok Super STAR Scheme	• Year round	• Graded preview activities • Interactive learning materials • Po Kok Super STAR Scheme	• CD team • DC team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Collaboration skills • Information Technology skills • Numeracy skills • Creativity	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-Organisers	Generic Skills	Four Key Tasks
2.1 Students are able to develop self-learning skills in stages. • Students participate actively and happily in lessons	**Music Panel** Further utilizing the graded preview activities and using interactive learning materials such as iPad learning in lessons. • Music subjects can refine the graded preview activities and utilize them in lessons. • Using interactive learning materials such as motions, actions and slogans to motivate students to participate actively and happily in lessons.	• P.1- 6	From lesson observations, subjects' minutes, co- planning and school- based questionnaire, • 85% of students can nurture their learning interests through the graded preview activities in lessons. • 85% of students agree that they can get instant feedbacks and understand their learning progress in lesson with use of music motions and singing.	• School- based questionnaire • Lesson observations • Co- planning • Subject minutes • Samples of preview activities • Stakeholder survey	• Year round	Graded preview worksheets	• CD Team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	Physical Education Panel Refine Preview worksheet and Fitness Booklet. • Further refine preview activities format and make better use of them in lessons.	• P.1- 6	• From lesson observations, subjects' minutes, co- planning and school- based questionnaire, 80% of students can make use of preview activities in lessons to increase their motivation in learning.	• Record of class observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of subject minutes	• Year round	• Preview activities • Co-planning record • Fitness book	• CD Team	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Collaboration skills • Information technology skills • Numeracy skills • Creativity	• Reading to learn • Moral and Civic Education, • Information Technology for Interactive Learning
	Use interactive teaching strategy to design lesson. • Use interactive activities in order to motivate students to participate actively and happily in lessons.		• Based on lesson observations, subjects' minutes, co-planning and school-based questionnaire, 80% of students agree that they participate actively and happily in lessons.						

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.1 Students are able to develop self-learning skills in stages. • Students participate actively and happily in lessons	**普通話科** 善用分層預習活動及互動學習教材，提升學生在課堂上的學習動力。 • 繼續優化或設計分層預習活動，並把預習帶動在課堂教學上。 • 透過共同備課活動，科任老師共同優化或設計分層預習活動。 • 繼續設計互動學習教材，如：各班每年設計兩個互動遊戲及善用語音遊戲網以提升學生學習普通話科的興趣。	• 一至六年級	從觀課、恆常會議、共同備課文件及校本問卷中所見， • 75%學生認同分層預習活動能激發他們學習興趣及主動參與課堂活動。 • 75%的學生認同透過不同的教學策略或互動學習教材，例如：電子教學平台、分組活動、一人一白板、遊戲、唱遊等方式，能提升他們學習普通話科的興趣。	• 觀課 • 課業檢視 • 校本問卷 • 科務會議	• 全年	• 分層預習教材 • 教材	• 課程組	• 協作能力 • 溝通能力 • 批判性思考 • 解決問題能力 • 自我管理能力 • 自學能力 • 運用資訊科技能力 • 創造力	• 從閱讀中學習 • 德育及公民教育 • 專題研習 • 運用資訊科技進行互動學習
	Moral Education Panel Further utilizing the graded preview activities and using interactive learning materials such as iPad learning in lessons. • Further refine the graded preview worksheets and make better use of them in lessons. • Continue to use interactive learning materials such as iPad learning to motivate students to participate actively and happily in lessons.	• P.1- 6	From lesson observations, subjects' minutes, co- planning and school-based questionnaire, • 85% of students can nurture their learning interests through the graded preview activities in lessons. • 85% of students agree that they can get instant feedbacks and understand their learning progress in lessons with the use of iPad learning materials or other interactive learning activities, thus motivating their learning interests.	• Record of lesson observations • Samples of preview activities • Stakeholder survey • School- based students' questionnaire • Record of subject minutes • Record of Po Kok Super Star Scheme	• Year round	• Graded preview activities • Po Kok Super STAR Scheme	• CD Team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.1 Students are able to develop self-learning skills in stages. • Students participate actively and happily in lessons	**Student Support Team** Learning Circle • Teachers were assigned to give extra support or guidance to the designated SEN students throughout the whole year.	• P.1-6 SEN or students with lower ability	• Over 90% of the teachers agree that this can help develop students 'positive learning attitudes. • Students can get at least 60% of the stamps. • At least 50% of the students show improvement in academic results. (Chi, Eng, Maths)	• Teachers' questionnaires • Sample of students work from Reward scheme (Active Learner) • Academic results	• Year round	• Learning Circle documents	• CD team	/	• Moral, Civic and National Education
	Discipline and Counselling Team Po Kok Super STAR Scheme • "Active Learner" Students who finish the preview activities and participate actively in lesson or group work will receive a stamp monthly. Students can exchange teachers' face stickers for every 5 stamps they get. If they get all face stickers from teachers, they will achieve the title of "Active leaner". • When students achieve 4 titles, "Smart Pokokese", "Talented Athlete", "Active Learner", and "Reputed Volunteer", they can become Po Kok Super STAR.	• P.1- 6	• 70% of the students can get all the face stickers and achieve the title of "Active Learner". • 40% of the students become Po Kok Super STARs.	• Record of minutes of CD Team • Record of face stickers in "Active Learner" in Po Kok Super STAR booklets • Record of number of face stickers that students got in the Po Kok Super STAR booklets	• Year round	• Certificates • Po Kok Super STAR booklets • Face stickers • Badges	• CD Team • Four Major subjects	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.2 Students are able to develop self-learning skills in stages. • Develop subject-based self-learning materials to overcome learning difficulties.	**<u>Curriculum Development Team</u>** Continue to use graphic organisers or diagrams to help students develop self- learning skills and overcome their learning difficulties. • Major subject teachers have to identity students' learning difficulties and guide students to use the appropriate graphic organisers or diagrams to overcome their learning difficulties. • Design 3 self- learning materials or using bankbooks to jot notes provided in each term.	• P.3- 6	From students' works, subject' minutes, co- planning and school- based questionnaire, • 75% of students agree that the use of graphic organizers or diagrams can help them to overcome their learning difficulties. From the academic results of major subjects, 45% of students can use graphic organizers and/or diagrams to solve their learning problems. (All reported from all subjects)	• Samples of self-learning materials • Stakeholder survey • School- based students' questionnaire • Record of major subject minutes • Record of major subjects' academic results	= • Year round	• Subject-based self-learning materials • Bank books	• Major subjects	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Information Technology for Interactive Learning
	<u>中文科</u> 針對學生在閱讀及理解課文內容大意上較弱 NLR (2.1)2，中文科會利用組織圖引導學生理解課文內容大意，解決學習難點。 • 每個學期最少設計三份閱讀自學教材。 • 配合教學文體，科任老師可透過設計課堂活動、鞏固學習教材或電子學習教材，滲入不同組織圖(如: 記敘六要素、時間線等)，引導學生理解課文內容大意。	• P.3- 6	從自學教材、恆常會議、共同備課文件及校本問卷中所見: • 75%的學生認同組織圖能有效協助他們理解課文內容大意。 從中文科考評成績分析中所見，45%學生能運用記敘六要素理解內容大意，達致 NLR(2.1)2 的閱讀層階。	• 課業檢視 • 校本問卷 • 科務會議紀錄 • 共同備課文件 • 考評成績	• 全年	• 自學教材 • 電子學習教材	• 課程組	• 協作能力 • 溝通能力 • 明辨思考能力 • 研習能力 • 自我管理能力 • 運用資訊科技能力 • 自學能力	• 從閱讀中學習 • 德育及公民教育 • 運用資訊科技進行互動學習

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.2 Students are able to develop self-learning skills in stages. • Develop subject-based self-learning materials to overcome learning difficulties.	**<u>English Panel</u>** Continue to use graphic organisers or diagrams to help students develop self-learning skills and overcome their learning difficulties. • Identity students' learning difficulties and guide students to use appropriate graphic organisers or diagrams to overcome their learning difficulties. • Design 3 self- learning materials each term.	• P.3- 6	From lesson observations, students' works, English minutes, co- planning and school- based questionnaire, • 75% of the students agree that the use of graphic organisers or diagrams can help them to overcome their learning difficulties. From the academic result of major subjects, 45% of students can use graphic organisers or diagrams to solve learning problems.	• Record of lesson observations • Samples of self-learning materials • Stakeholder survey • School- based students' questionnaire • Record of English minutes	• Year round	• Subject-based self-learning material	• CD team • DC team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Information Technology for Interactive Learning
	<u>Mathematics Panel</u> Continue to use graphic organisersor diagrams to help students develop self-learning skills and overcome their learning difficulties. • Identity students' learning difficulties and guide students to use the appropriate graphic organisers or diagrams to overcome their learning difficulties. • Design 3 self- learning materials each term.	• P.3- 6	• From students' works, subjects' minutes, co- planning and school-based questionnaire, 75% of the students agree that the use of diagrams can help them to overcome their learning difficulties. • From the academic results of major subjects, 45% of the students can use the diagrams to solve the problems.	• Samples of self-learning materials • Stakeholder survey • School- based students' quesionnnaire • Record of major subject minutes • Record of major subjects' academic results	• Year round	• Subject-based self-learning materials	• Major subjects	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2.2 Students are able to develop self-learning skills in stages. • Develop subject-based self-learning materials to overcome learning difficulties.	**General Studies Panel** Continue to use graphic organisers or diagrams to help students develop self-learning skills and overcome their learning difficulties. • Identity students' learning difficulties and guide students to use the appropriate graphic organisers or diagrams to overcome their learning difficulties. • Using bankbooks to jot down the self- learning materials.	• P.3- 6	From lesson observations, students' works, subjects' minutes, co- planning and school- based questionnaire, • 75% of the students agree that the use of graphic organisers can help them to overcome their learning difficulties. From the academic results of major subjects, 45% of the students can use the graphic organisers to solve the problems.	• Record of class observations • Samples of self-learning materials • Stakeholder survey • School- based students' questionnaire • Record of major subject minutes • Record of major subjects' academic results	• Year round	• Subject-based self-learning materials • Bank books	• CD team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to learn • Information Technology for Interactive Learning

Major Concern II: Cultivate students' positive life values

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Students recognize the importance of eating healthily and exercising regularly.	**<u>Curriculum Development Team</u>** Continue to organize "Healthy Living" interdisciplinary activities to help students recognize the importance of eating healthily and exercising regularly. • CD Team will monitor and provide assistance in the activities. • General Studies will make an overall planning and organise the activities. • The related subjects will cooperate and finish the booklets. • Students will have a final presentation in hall and participate in book sharing sessions on campus TV.	• P.4	From teachers' observations, school-based questionnaire, book checking: • 80% of students can recognize the importance of eating healthily and exercising regularly. • 80% of the students scoring at least 7 marks in the interdisciplinary activities. • 60% of the students finishing the extension readings.	• School- based questionnaire • Teachers' observations • Book checking	• Apr (P.4)	• Inter-disciplinary booklets • Related teaching materials of the inter-disciplinary activities	• Major subjects • Visual Arts panel • Library team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills • Creativity	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	<u>Library Team</u> Continue to organize "Healthy Living" interdisciplinary activities to help students recognize the importance of eating healthily and exercising regularly. • Library will cooperate and finish the booklets. • Students willparticipate in book sharing sessions on campus TV.	• P.4	From teachers' observations, school-based questionnaire, book checking: • 60% of students finish the extension readings. • 75% of students agree that the reading material can stimulate their reading interest.	• School- based questionnaires • Teachers' observations • Book checking	• Apr (P.4)	• Inter-disciplinary booklets • Related theme reading materials	• Major subjects • Visual Arts	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skill • Cooperative skills • Creativity	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Students recognize the importance of eating healthily and exercising regularly.	**中文科** 配合常識科跨科協作活動：「健康新世代」，四年級學生繼續進行主題圖書閱讀活動。 • 老師指導學生運用閱讀策略理解故事內容。 • 挑選學生進行主題圖書分享活動，並於校園電視台中播放。 • 預備延伸圖書，安排學生於活動期間自行閱讀。	• 四年級	透過老師觀察、校本問卷、課業檢視及成果分享中所見： • 80%學生能運用閱讀策略理解故事內容，並能從中加深對健康飲食認識，及明白恆常運動的重要性。 • 80%學生喜歡同儕分享的主題圖書。 • 60%學生能主動完成延伸閱讀活動。	• 課業檢視 • 觀察圖書分享 • 校本問卷 • 統計圖書科 Book Report 數據	• 四月至五月	• 校本課程 • 有關健康生活的圖書	• 圖書科 • 常識科 • 數學科	• 協作能力 • 溝通能力 • 研習能力 • 自我管理能力 • 運用資訊科技能力 • 自學能力 • 明辨思考能力	• 從閱讀中學習 • 德育及公民教育 • 資訊科技教育 • 專題研習
	Mathematics Panel • Continue to organize "Healthy Living"' interdisciplinary activities, to help students recognize the importance of eating healthily and exercising regularly.	• P.4 students	• From teachers' observations, school-based questionnaire, book checking: 80% of students can recognize the importance of eating healthily and exercising regularly.	• Teachers' observations • Mark sheet • School- based questionnaires	• Apr (P.4)	• Inter-disciplinary booklets • Related teaching materials of the inter-disciplinary activities	• Major subjects • Visual Arts panel • Library team	• Study skills • Critical thinking skills • Problem solving skills • Self-management skills • Communication skills Cooperative skills • Creativity	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning
	General Studies Panel • Interdisciplinary activity for P.4 students.	• P.4 students	• 80% of students scoring at least 7 marks in the interdisciplinary activities.	• Teachers' observations • Mark sheet • Students' questionnaires	• Second term	• Booklets • Storybooks	• Chinese • Maths • Library team	• Critical thinking skills • Communication skills • Cooperative skills • Creativity	• Reading to Learn
	Physical Education Panel Recess activity • Ball games zone will be setup in the playground. Hula hoop zone will stay at climbing zone. Other sports zone will be continued.	• All students	• 65% of students joining the recess activities at least once a week.	• Teachers' observations • Interview	• Year round	• Sports gears	• DC Team	• Self-management skills • Problem solving skills	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. Students recognize the importance of eating healthily and exercising regularly.	School- based Fitness Book • A school-based Fitness Book will be further refined in order to help students build up their regular exercising habit.	• P.1- 6	• 60% of students can finish the assigned exercise homework at least twice per month.	• Teachers' observations • School- based Fitness Book	• Year round	• Po Kok Super STAR Scheme	/	• Information Technology skills • Numeracy skills • Self-management skills	/
	School Physical Fitness Award Scheme • Fitness test includes "15 meter shuttle run", "sit up", "sit and reach" and "hand grip" will be conducted.	• P.1- 6	• 70% of the students can get a silver award or above	• Students fitness test record	• Nov • May	• Physical fitness measure instruments • Student fitness record	• EDB, • HKCHF • PFA	• Self-management skills	/
	Student Support Team Parents' Seminars • Arrange parents' seminars in promoting healthy eating and the importance of doing regular exercise.	• P.1- 6 parents	• More than 80% of parents agree that their children can build up a positive habit of eating healthily and exercising regularly.	• Parents' questionnaires	• Year round	• NGOs	• PTA	/	/
	Student Affairs Team • Carry out EatSmart Accreditation and Scheme. • Green Monday Campaign. • Healthy Snacks Competition.	• Students who order lunch	• Over 80 days of lunch options meet the basic nutritional requirements. • Over 50% of students order vegetarian meal on Green Monday. • Over 70% of students bring healthy snacks.	• Records of CD/DC Team minutes • Review of lunch order form • Teachers' observations	• Year round	• Lunch	• SS team • CD team • DC team	• Self-management skills	/
	Discipline and Counselling Team Recess activity • Different physical activities would be provided during recess (e.g. running, hula hoop and rock- climbing (P.2-6), ball game zone).	• P.1- 6	• 70% of students join recess activities and recognize the importance of eating healthily and exercising regularly through participating physical recess activities.	• School- based students' questionnaire	• Year round	• Sport materials	• PE panel	• Self-management skills • Problem solving skills	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1.Students recognize the importance of eating healthily and exercising regularly.	Po Kok Super STAR Scheme- "Talented Athlete" • Stamps will be given if students completed their school- based Fitness Books in order to encourage them to exercise regularly. • Stamps will be also given if students achieve the School Physical Fitness Award, join the inter- school athletic competitions or school Sports Day. • Students can exchange teachers' face stickers for every 2 stamps. If they get all face stickers from teachers, they will achieve the title of "Talented Athlete". • When students achieve 4 titles, "Smart Pokokese", "Talented Athlete", "Active Learner", and "Reputed Volunteer", they can become Po Kok Super STAR.	• P.1- 6	• 70 % of students can get all the face stickers and achieve the title of "Talented Athlete". • 40% of students become Po Kok Super STAR.	• Record of face stickers in "Talented Athlete" in Po Kok Super STAR booklets • Record of number of face stickers that students got in the Po Kok Super STAR booklets • Record of minutes of PE subject panel	• Year round	• Certificates • Po Kok Super STAR booklets • Face stickers • Badges	• PE panel	• Information Technology skills • Numeracy skills • Self-management skills	/
	ECA • Provide different variety of sports ECA to promote the importance of healthy life. (e.g. Basketball, Football, Kung Fu, Hockey and Cricket)	• P.1- 6	• 60% of the students can get at least 4 marks in the Assessment.	• ECA file	• Year round	• ECA attendance	/	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-Organisers	Generic Skills	Four Key Tasks
2. Students are aware of the significance of commitment and leadership through serving at school and in the community.	**Library Team** • Regular training for the selected senior students.	• Librarians (P.4-6)	• 75% of students agreed that they had aware the significance of commitment and leadership through the training and service.	• Record book • Students' questionnaire • Teachers' observations	• Year round	• Record book	• DC team	• Communication skills • Collaboration skills	/
	中文科 善用「探索區」活動，挑選三至四年級的中文大使教導同儕學習中文。 • 一星期最少進行兩天。 • 每位中文大使負責照顧一位學生 • 服務對象主要是中文學習能力稍弱的學生。(由科任老師挑選) • 活動形式多元化：網上學習、中文遊戲卡、「中文閱讀學習圈」。 • 中文大使每次完成服務學習後，均需記錄在「中文大使」紀錄冊上。	• 三、四年級中文學習能力稍弱的學生 • 三、四年級中文大使	• 統計「中文大使」紀錄冊，中文大使每月能進行最少 3 次服務學習。 • 透過小組訪問，85%的中文大使認同活動能提升他們的領導才能，亦能從中學習誠信的意識。	• 「中文大使」紀錄冊 • 小組訪問	• 每星期進行兩次，於小息或午膳時段進行	• 印製「中文大使」記錄冊	/	• 協作能力 • 溝通能力 • 批判性思考能力 • 研習能力 • 自我管理能力	• 從閱讀中學習 • 德育及公民教育 • 資訊科技教育
	English Panel • Train P.3 to P.6 students to be English Ambassadors to serve at school through helping with Halloween, P.1 students, Discovery Zone in P.1 and P.2.	• English Ambassadors	• From the Po Kok Super STAR booklets, all English Ambassadors have served at least 3 times a month. • From small group interview, 85% of English Ambassadors agree that their leadership skill and sense of commitment have been enhanced.	• Po Kok Super STAR booklet • Small group interview	• Year round	• Po Kok Super STAR booklet	/	• Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Reading to Learn • Moral and Civic Education
	Mathematics Panel • Regular training for the selected ambassadors.	• Maths Ambassadors (P.5- 6)	• 85% of students agreed that they had aware the significance of commitment and leadership through the training and service.	• Record book • Students' questionnaire • Teachers' observations	• Year round	• Record book	• DC Team	• Communication skills • Cooperative skills	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2. Students are aware of the significance of commitment and leadership through serving at school and in the community.	**General Studies Panel** • Train P.4- 6 students to be STEM Ambassadors to serve at school through helping in STEM activities.	• STEM Ambassadors	• From Po Kok Super STAR booklets, all STEM Ambassadors have served 3 times throughout the year. • From small group interview, 85% of the STEM Ambassadors agree that their leadership skill and sense of commitment have been enhanced.	• Po Kok Super STAR booklet • Small group interview	• Year round	Po Kok Super STAR booklet	/	• Critical thinking skills • Problem solving skills • Communication skills • Cooperative skills	• Moral and Civic Education
	Visual Arts Panel • Assign P.4- 6 students to be Visual Arts Ambassadors to serve at school through helping with the cleaning duties at the English Corner and participate in external art competitions and exhibitions.	• Visual Arts Ambassadors	• From the Po Kok Super STAR Scheme,90% of the students can complete their routine tasks and receive stamps from the Visual Arts panel head under the "Reputed Volunteer" reward scheme for their hard work and commitment.	Record of Po Kok Super STAR Scheme	• Year round	Po Kok Super STAR Scheme	• DC team	• Critical thinking skills • Problem solving skills • Self-management skills • Communication skills • Cooperative skills	• Moral and Civic Education
	Computer Studies Panel • Everyone has a duty. • Cultivate students' responsibility.	• P.1-6 IT Ambassadors (more P.4 boys)	• 85% of students agree that they aware the significance of commitment and leadership through the training and service.	• Students' questionnaire • Teachers' observations	• Year round	• Badges • Log- book	• DC team • Subject teachers	• Critical thinking skills • Problem solving skills • Self-management skills • Study skills • Communication skills • Collaboration skills • Information Technology Skills • Numeracy Skills • Creativity	• Reading to learn • Moral and Civic Education • Information Technology for Interactive Learning

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2. Students are aware of the significance of commitment and leadership through serving at school and in the community.	**Physical Education Panel** House leaders • House leaders will be chosen from each house in each class. • House leader training will be held in September. • Briefing will be provided to the house leaders once a month. • The main duty of the house leaders is to help teachers in the PE lessons. • P.3-6 house leaders bear the duty to assist recess activities.	• P.1-6	• 80% of House leaders agreed that their awareness on the significance of commitment and leadership has increased through the training and service.	• Po Kok Super STAR service training record • Teachers' observations • Group interview	• Year round	• Training material • Po Kok Super STAR Scheme	• DC Team	• Communication skills • Cooperative skills • Self-management skills	/
	Student Support Team Big Brothers Big Sisters Scheme • A systematic training will be given to selected senior students by Social Worker. Students will have a record book to record the training sessions and service hours. They will help the junior students during recess and lunch in order to promote harmony at school.	• P.4-6	• More than 80% students agree that they show respect and care during the activities.	• Students' questionnaires and self-reflection • Product of Campus TV programme	• Year round	• Teaching materials • Campus TV	• IT Team	• Communication skills • Collaboration skills	/
	'I Appreciate…Board' • All teachers had to praise the students monthly for the outstanding or great improvement students for the services at school or in the community.	• P.3- 6	• More than 90% students agreed that this can aware of the significance of commitment and leadership.	Students' questionnaire	• Year round	• 'I Appreciate..' memo	/	• Moral, Civic and National Education	

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2. Students are aware of the significance of commitment and leadership through serving at school and in the community.	**Discipline and Counseling Team** Prefect Scheme • A systematic training will be given to selected senior students by the DC Team leader as school prefects. Students will have a record book to record the training sessions and service hours. They will carry out duties in the recess so as to maintain the school order and help other students.	• P.4- 6	• More than 90% of the prefects agree that the program enhance their commitment and leadership. • 80% of the prefects fulfilled their duties and had carried out their duties.	• Small group interview with students • Record of training programs that students attended in the Po Kok Super STAR booklets • Team Leader's observation	• Year round	• Certificates • Po Kok Super STAR booklets	/	• Communication skills • Collaboration skills • Problem solving skills	/
	Po Kok Super STAR scheme "Reputed Volunteer" • Students will be given duties in the "Everyone has a duty" scheme. All helpers who carry out duties and attend the training programs will receive a stamp monthly. Also students participate in the voluntary services in the community will award a stamp each time. Students can exchange teachers' face stickers. If they get certain number of face stickers, they will achieve the title of "Reputed Volunteer". • When students achieve 4 titles, "Smart Pokokese", "Talented Athlete", "Active Learner", and "Reputed Volunteer", they can become Po Kok Super STAR.	• P.1- 6	• 80% students can get all face stickers and achieve the title of "Reputed Volunteer". • 40% of students become Po Kok Super STAR. • More than 80% students agree that "Reputed Volunteer" award and training programs enhance their commitment and leadership.	• Record of face stickers in "Reputed Volunteer" in Po Kok Super STAR booklets • Record of number of face stickers that students got in the Po Kok Super STAR booklets, • Teachers' observations • Everyone has a duty list • Voluntary service records • School- based Students' questionnaire	• Year round	• Certificates • Po Kok Super STAR booklets • Face stickers • Badges	• Chinese panel • English panel • Maths panel • GS panel • PTH panel • PE panel • Visual Arts panel • Computer panel • Library team • Student Support team • ECA team • Class teachers	• Communication skills • Collaboration skills • Problem solving skills	/
	ECA • Encourage students to do voluntary services at school and in the community.	• P.3- 6	• 55% of students join voluntary services at school or in the community.	Students' questionnaire	• Year round	• Voluntary services record	• DC team	/	/

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

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. New teachers recognize the shared vision and school culture and is able to adopt the appropriate pedagogies and strategies in response to the major concerns.	**School Self Evaluation Team** • Induction PIE Workshop for new teachers.	• New Teachers	• 90% of new teachers understand the school PIE policy. • New teachers are able to show their PIE in the related school documents.	• Teachers' questionnaires • Teachers' interview • Co-planning form • Lesson plan • Scheme of work.	• Sep 20	/	• TPD team	/	/
	Teachers Professional Development Team Continue the comprehensive school-based induction program for new teachers: • A mentoring system in which each new teacher is paired up with an experienced teacher. (Mentors would receive some training in mentoring) • Administrative arrangements to facilitate frequent interactions among teachers. • Formal and informal sharing programs. • An element of self-reflection. • Skill- enriching workshops for new teachers to learn new teaching skills that cater for our major concerns.	• New teachers (0-5 years of working experience)	From teachers' questionnaire and teacher interview, • 85% of new teachers agree that the induction program is effective in enhancing their pedagogies and teaching strategies. • 85% of new teachers agree that the induction program has fostered personal development.	• Teacher questionnaire • Teacher interview	• Year round	• Geese Program	/	/	/
	Curriculum Development Team • Continue to provide curriculum workshops for new teachers so that they are able to adopt the appropriate pedagogies and strategies in lessons.	• New teachers	• Over 85% of new teachers agree that the workshops can help them understand the teaching and learning policy.	• Teachers' questionnaires • Teachers' interview • Lesson observations	• Aug	• School curriculum document	• TPD team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. New teachers recognize the shared vision and school culture and is able to adopt the appropriate pedagogies and strategies in response to the major concerns.	**Assessment for Learning Team** Induction Assessment Workshop • Workshop for new teachers to familiarize themselves with our school's assessment policies.	• New teachers	• 80% of new teachers understand the school assessment policy. • New teachers grasp the skills of inputting scores.	• Teachers' questionnaires • Teachers' interview • Websams score sheet	• Oct	/	• TPD team	/	/
	Information Technology Team • Hold a workshop for new teachers and briefly introduce the IT skills in teaching and duties of IT team.	• New teachers	• 80% of new teachers agree the induction workshop can help them understand the duties of IT team. • New teachers can apply the IT skill in teaching.	• Teachers' questionnaire	• Sept 2020	• IT workshop handout for new teachers	/	/	• Information Technology for Interactive Learning
	中文科 • 為新科任舉辦工作坊，讓他們掌握非華語中文科教學策略及教務工作。	• 新任中文科老師	• 透過觀課、考績及校本問卷中所見85%新任中文科老師認同工作坊能讓他們掌握非華語中文科教學策略及教務工作。	• 觀課 • 考績 • 校本問卷 • 訪問	• 八月底至九月初	• 中文科工作指引	• 教師發展組	/	/
	English Panel English Induction Workshops • The Panel Head would provide an induction workshop for the new English teachers to explain the teaching framework and routines in English lesson in the end of August. The Panel Head would go through the guidelines and show the new teachers some sample work. • In September the Panel Head would have another workshop on iLesson and assessment.	• New English teachers	• Based on the interview record, over 85% of the new English teachers agree that the English Induction Workshops have enhanced their understanding on the pedagogies and strategies required in their teachings.	• Interview • Lesson observation record	• Late Aug	• English guidelines • Sample work	• TPD team	/	/
	Maths Panel • Continue to provide workshops for new teachers so that they are able to adopt the appropriate pedagogies and strategies in lessons.	• New teachers	• Over 80% of new teachers agree the workshops can help them understand the teaching and learning policy.	• Appraisal forms • Teachers' questionnaires • Teachers' interview • Lesson observations	• Aug	• School curriculum document	• TPD Team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. New teachers recognize the shared vision and school culture and is able to adopt the appropriate pedagogies and strategies in response to the major concerns.	**General Studies Panel** Induction workshop • Subject panel head will conduct a workshop to new GS teachers in late August in order to support new teachers' needs. The workshop will enhance new teachers' understanding of the subject requirement. Besides, the strategies and teaching pedagogies will be explained in the workshop also.	• New GS teachers	Through school- based questionnaires, lesson observations and appraisal document, • 85% of new GS teachers agree that the workshop can help them understand the teaching strategies and requirement of GS.	• School- based questionnaire • Appraisal document • Lesson observations	• Late Aug	• GS subject guidelines	• TPD team	/	/
	Visual Arts Panel Visual Arts Induction Workshop • The Panel head provides an induction workshop for new VA teachers at the beginning of the school year to explain the VA teaching framework, routines in VA lessons and how to access useful electronic resources. It will focus on how to use "P" and "S" in "TIPS" as well as applying questioning techniques in Visual Arts lessons.	• New VA teachers	• Over 85% of new subject teachers agree that the workshop can help them understand the teaching and learning policy.	• Teachers' questionnaires • Teachers' interview • Lesson observations	• 9/2020	• VA guidelines • Sample of students' work	• TPD team	/	/
	Computer Studies Panel • Induction Workshop for new teachers	• New subject teachers	• 80% of new teachers understand about the school policy. • 85% of new teachers are able to the appropriate pedagogies and strategies in response to the major concerns.	• Appraisal forms • Teachers' questionnaires • Teacher interview • Lesson observations	• Sept	/	• TPD team	/	/
	Physical Education Panel Induction workshop for new teachers • Workshops will be provided to new teachers in order to support their needs, mainly focusing on the enhancement of teachers' understanding of the subject matters.	• New teachers (0-5 years)	• From the result of school- based questionnaire and interview, 85% of new teachers agree that the induction workshop and sharing meetings can cater their needs and understanding in how to adopt the appropriate pedagogies and strategies in response to major concerns.	• School- based questionnaire • Record of subject minutes • Interview	• Year round	• School curriculum document • Training materials	• TPD team	• Communication skills • Cooperative skills	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
1. New teachers recognize the shared vision and school culture and is able to adopt the appropriate pedagogies and strategies in response to the major concerns.	**普通話科** • 為新科任舉辦工作坊，讓他們掌握非華語普通話科教學策略及教務工作。	• 新任普通話科老師	• 透過觀課、考績及校本問卷中所見80%新任普通話老師認同工作坊能讓他們掌握非華語普通話科教學策略及教務工作。	• 觀課 • 考績 • 校本問卷 • 訪問	• 八月底至九月初	• 普通話科工作指引	• 教師發展組	/	/
	Student Support Team Induction workshop • The workshop is to provide extra support to the new teachers to have an understanding of the shared vision and school culture about NCS and SEN.	• New teachers	• Through school- based questionnaires, and appraisal document, 80% ofnew teachers agree that the workshop can help them understand the shared vision and school culture.	• Individual interview with teachers	• First term	• PowerPoint	• SS team • TPD team	/	/
	Discipline and Counselling Team Induction workshop • The workshop is to provide extra support to the new teachers to have an understanding of the shared vision and school culture about classroom management and handling student misbehaviors.	• New teachers	• 90% ofnew teachers agree that the workshop can help them understand the shared vision and school culture.	• Teachers' • questionnaires	• First term	• PowerPoint	• TPD team	/	/
	Student Affairs Team • Provide lunch duty workshop for the new teachers.	• New teachers	• 90% of new teachers understand the procedures of lunch duty and agree the induction workshop assist them to carry out duties in lunch time.	• Teachers' questionnaire	• Beginning of the term	• PowerPoint	• TPD team	/	/
	ECA • Induction workshop for new teachers.	• New teachers	• 85% of new teachers are able to adopt the appropriate pedagogies and strategies in response to the major concerns.	• Teachers' questionnaire	• Aug 20	/	• TPD Team	/	/

Targets	Strategies	Target	Success Criteria	Methods of Evaluation	Time Scale	Resources Required	Co-organisers	Generic Skills	Four Key Tasks
2. A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.	**<u>Teachers Professional Development Team</u>** Foster a culture of mutual understanding and cooperation by boosting teachers' morale and team spirit: • Use teachers' development days, inter-house competitions and Secret Angel Program to enhance team spirit (among teachers). • Teachers of different houses produce Campus TV programs and organise celebrating activities of different festivals for students and other teachers e.g. Holi, Bhai Tika, Eid and Dinagyang(between teachers and students).	• All students • All teachers	From teachers' questionnaire and teacher interview, • 85% of teachers agree that the various programs helped to enhance team spirit and promote a harmonious working environment. • 85% of teachers agree that the celebrating activities of the various festivals boosted their understanding of NCS cultures. From students' questionnaire, • 85% of students enjoy interacting with teachers in the celebrating activities.	• Teacher questionnaire • Teacher interview • Students' questionnaire • Record of activities • Campus TV programs	• Year round	• Geese Program • Campus TV programs • Celebration resources	• Physical Education • Red House • Yellow House • Blue House • Green House	/	/
	<u>PE Panel</u> • Organise inter- house competitions to enhance cooperation and team spirit among teachers.	• All teachers	From teachers' questionnaire, • 85% of teachers agree that inter-house competitions helped to enhance team spirit and cooperation among teachers. • 85% ofteachers have participated in inter- house competitions.	• Teacher questionnaire • Record of inter- house competitions	• Year round	/	• TPD team	/	/

F. Comprehensive Student Guidance Service Year Plan

I. Overall Aims

1. To cultivate a positive and caring school culture, according to school's individual characteristics, for the promotion of healthy development for all students.
2. To provide an all-round supportive care system to our students for establishing a positive values and view of life.
3. To develop and maximize potentials of students and to help them build up the basic knowledge, skills and attitude in the four areas of personal, social, academic and career development through planned and progressive key learning areas.
4. To provide different preventive moral education activities for enhancing students' morality.
5. To help students with individual needs through individual and group counselling.
6. To provide timely intervention and follow-up for crisis cases. To identify, counsel and refer students with special educational needs to relevant professional support services.
7. To promote home-school cooperation and develop parent education.
8. To provide teachers with professional training related to guidance and counselling skills for enhancing their understanding of the students' behaviours and developmental needs.

II. General Information of school and students

1. Strengths

1.1 Students are passionate and energetic. They enjoy participating different activities. They love to go to school.

1.2 The main theme of school is 'Po Kok Family, Racial Harmony'. The school provides a caring and harmonious school environment. The relationship of teacher-student is close.

1.3 Starting from 2018-2020, school adopted the New Funding Mode of SGS Grant, there are one full time school social worker and one part-time social worker working in school with more manpower to provide adequate care and support to the students whereas school social workers have lots of experience to work with non-Chinese students. Besides, the school social workers work in close cooperation with school and teachers for different developmental needs of students

1.4 The school-parent communication is satisfactory. This promotes mutual understanding and enables smooth implementation of school policies.

1.5 A great variety of activities are provided to students in order to help their development. And adequate community resources also provides to students and parents for their needs. There are also a lot of supportive resources for helping students with special education needs from the EDB.

2. Weaknesses

2.1 As the social issue and COVID-19 pandemic, most of planned activities were suspended or cancelled, the outcomes could not be fully evaluated.

2.2 As the social issue, COVID-19 pandemic and other pressures in daily life, the emotions and mental health of students should be paid more attention after school resumption.

2.3 As the COVID-19 pandemic, school suspended for several months, the adaption of students after school resumption should be paid more attention.

2.4 The problem of overweighed students still existed and was not satisfied.

2.5 The leadership skills of students should be enhanced.

2.6 The message of doing voluntary service is not widespread as planned to the whole school because of school suspension.

2.7 Some non-Chinese parents are so busy at work that they lack time for parenting and they are not inclined to set reasonable expectation on their children.

III. Implementation Strategies

1. To implement activities/programmes those were not fully evaluated in the previous school year in order to examine the outcome.
2. To provide supports/programmes to students via Zoom during school suspension.
3. To provide counselling service to those students who have adaption problem after school resumption.
4. To develop and implement programmes and training for students to enhance students' sense of belonging to school and leadership skills.
5. To promote voluntary service to all the students via school campus TV or newsletter etc.
6. To raise the quality of caring to students and provide early identification to students with potential crisis. To provide timely intervention and appropriate follow-up action.
7. To help the students to cope with the emotional, behavioral and learning difficulties in their personal growth development.

IV. Annual plan

(1) Activities for responding to the major concerns: Major Concern 1: Create a 'Happy to Learn, Ready to Learn' environment
Major Concern 2: Cultivate students' positive life values

Services / Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Budgets	Person(s)-in-charge
1. Counselling						
Counselling	• To help students with individual needs, including emotional, behavioral 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 for helping students to cope with challenges and difficulties. Home visit will be given if necessary.	• Depending on the school needs. • In general, the quantity of cases is about 3% of all students.	• All students	• 09/2020-08/2021	• N.A.	• Social worker
2. Moral Education						
Moral Education	• A new tailor-made, school based curriculum which combined personal growth education and moral education caters the needs of NCS students. • The new curriculum is not only helping students building up the basic knowledge, skills and attitude in the four areas of personal, social, academic and career development but also nurturing in students' seven	• Over 80% of students understand the aims and contents of the programmes. • 80% of P.1-6 students think Moral education can cultivate their positive attitude and value towards healthy life, can respect and care about	• All students	• 09/2020-05/2021	• N.A.	• Teachers • Social worker

	priority values and attitudes, which are "perseverance", "respect for others", "responsibility", "national identity", "commitment", "integrity", and "care for others". • Moral education lessons will be held in alternative weeks with school assemblies. • Life education workshop.	others. • 80% of students agree that they participated actively and happily in lessons				
3. School-based counselling activities						
3.1 Po Kok Super STAR Scheme	• To encourage students to have excellent performance in academic, discipline, caring and responsibility. • To enhance students' self-appreciation and self-concept. • To help students build up healthy life habits in different aspects. • When students achieve 4 titles, "Smart Pokokese", "Talented Athlete", "Active learner", and "Reputed volunteer", they can become Po Kok Super STAR.	• 40% of students become Po Kok Super STAR	• All students	• 09/2020-06/2021	• $1,000	• All teachers • DC team • Social worker
3.2 Outstanding Students Campaign	• Teachers and students vote for the "Outstanding students" by considering on the criteria of morality. • It helps students to be a better person and promote positive attitudes. • P.3-6 class teachers nominate 3 candidates from each class. Principal, teachers and students vote for the "Outstanding students" considering different aspects.	• Over 80% of the students agree that the programme can help them learn how to be a better student and promote their positive attitude.	• All students	• 09/2020-05/2021	• $1,000	• All teachers • DC team • Social worker
3.3 Inter-class competition • Discipline (Sept to Oct, Feb to March) • Cleanlineness (Nov to Dec, April to May)	• 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 programme guidelines.	• Over 80% of students agree that the programme help them to enhance the ability of self-discipline. • Over 80% of students agree that the programme encourage them to perform well in the school. • Over 70% of students agree that the programme can cultivate their sense of respect and care about others.	• All students	• 09/2020-05/2021	• $1500	• All teachers • DC team • Social worker
3.4 Understanding Adolescent Project P.4 - P.6	• Students learn how to tackle problems and control their emotions through games, workshops and sharing.	• 80% of students agree that the programme has increased their sense of effort and responsibility.	• P.4 -P.6 selected students	• 10/2020-07/2021	• $141,370	• DC team • Social worker • HKPA.
3.5 Prefect Training Camp	• To enhance prefects' commitment, leadership • To strengthen prefects' communication and problem-solving abilities. • To assist prefects in the implementation of duties.	• Over 80% of students agree that the programme can enhance their commitment and leadership. • Over 80% of students agree that they learn the skills and knowledge of being a leader.	• P.4-P.6 Prefects	• To be confirmed	• $20,000	• DC team • Social worker

3.6 P.1 Ice-breaking Activity	• 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.	• Over 80% of students agree that the activity helps them to have good interpersonal skills. • Over 80% of students feel satisfied with the activity.	• P.1 students	• To be confirmed	• $500	• Social worker
3.7 Big Brothers Big Sisters Scheme	• Team A: Senior students will go to help P1 students during lunch time • Team B: Senior students will accompany junior SEN students to have activities in student support room. • A systematic training will be given to selected senior students by school social worker. 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 in so as to help other students. • Two training workshops will be provided to two teams respectively in order to enhance students' commitment and leadership.	• 70% of big brothers and big sisters fulfilled their duties and carried out their duties. • Over 80% of students agree that they know the proper way to take care of junior students and respect each other. • Over 80% of students agree that their commitment and leadership can be enhanced.	• Senior students: P.4-P.6 • Junior students: P.1-P.3	• 09/2020- • 05/2021	• $20,000	• Student support team • Social worker
3.8 Community Participation- Smart Volunteer	• School participates in "Volunteer Movement". • School participates in "Heart to Heart Scheme". • 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 doing voluntary work.	• Over 80% of students have good caring attitude to other people. • Over 80% of students agree that volunteer work encourages them to have better sense of responsibility. • Over 80% of students agree that volunteer work can enhance their commitment and leadership skills.	• All students	• 09/2020- 05/2021	• $6,000	• All teachers • Social worker • NGOs
3.9 Educational student seminars	• To Tie in different topics of moral education curriculum, relevant seminars will be conducted in moral education period.	• Over 80% of students understand the aims and content of the activity. • Over 80% of student can gain knowledge or positive messages from the seminars.	• All students	• 09/2020- 06/2021	• $8,000	• Discipline and counseling team • Social worker • NGOs
4. Programmes for specific targets						
4.1 Supporting Programme for SEN students Via Zoom	• To support SEN students during school suspension. • Students will experience variety of activities with school social worker via Zoom in order to encourage them to communicate with their schoolmates and continue to express themselves when school suspension. Besides, supporting progamme also is assisting students to have a better adaption when school resumption.	• Over 70% of students attend the Zoom program. • Over 70% of students agree that the programme helps them to communicate with schoolmates and express themselves.	• Selected P.1-P.6 students	• 09/2020	• $1000	• Social worker
4.2 Social skills training programme	• To enhance the social skills ability of SEN students.	• Over 70% of students agree that the programme helps them to know proper way to get along with other people.	• P.1-P.6 students	• 10/2020 - 06/2021	• $1,000	• Social worker
4.3 P.1 class management	• To enhance students' self-care ability. • The students with low self-care ability will be invited to	• Over 70% of students agree that the workshop helps them to have better	• P.1 (8-10	• 10/2020-05 /2021	• N.A	• Social worker • NGOs

workshop	participate in the program.	ability to take care of themselves.	students)			
4.4 Self-enhancement training programme	• Students will learn how to tackle problems and control their emotions through games, workshops and sharing.	• Over 70% of students know the proper way to tackle problems and control their emotions.	• P.5-P.6	• 10/2020-06/2021	• N.A	• Social worker • NGOs
4.5 Fine motor training programme	• To help students develop strength and coordination of the hand muscles. • Students will exposure to a variety of motor activities to develop good hand strength.	• Over 70% of students develop good hand strength and feel satisfied with the programme.	• P.1-3 • P.4-6	• 10/2020-06/2021	• N.A	• Social worker • SWD
5. Student support activity						
5.1 P.6 Graduation Camp	• To enhance team work 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.	• Over 80% of students understand the aims and contents of the activity. • Over 80% of students give positive feedback to the activity.	• P.6	• 04/2021	• N.A.	• Teachers, • Social worker • NGOs
6. Activities for Parents						
6.1 Parent seminar (To be confirmed)	• To enhance parents' parenting skills. • To let parents know more about how to support and teach their kids to have better sense of positive life values, eating healthy and doing exercise regularly. • To let parents understand more about Po Kok primary school.	• Over 70% of parents feel satisfied with the activity. • Over 70% of parents agree that the seminar is beneficial to them.	• Parents	• To be confirmed	• N.A	• Social worker • NGOs
6.2 Parent day supporting programme	• To provide different information, including social services for ethnic minorities, SEN information, health information…etc. to Non-Chinese parents. This would help to enlarge their network in the community.	• Over 70% of parents agree that the programme is beneficial to them and they can gain information	• Parents	• To be confirmed	• N.A.	• Social worker • NGOs
6.3 Parent and Child Fun Art Group	• To enhance communication and relationship between parents and children through group activities and handicraft making.	• Over 70% of parents and children feel satisfied with the activity. • Over 70% of parents and children agree that the seminar is beneficial to them.	• Parents	• To be confirmed	• N.A.	• Social worker • NGOs

V. Others

Services/ Programmes	Aims and Contents	Success Criteria	Targets	Time Scale	Person(s)-in-charge
• Policy and Organization	• For school social worker, • To attend meeting for handling crisis cases. • To organize teacher training for enhancing teachers' ability to handle crisis cases. • To attend school meeting, depending on the necessity.	• To attend the school meeting, depends on the necessity.	• All teachers	• 09/2020-08/2021	• Principal • All teachers and 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 teachers know the referral system well.	• All teachers	• 09/2020-08/2021	• Discipline and counseling team
• Supporting Teachers	• Teachers' training	• Over 80% of teachers agree that the	• All	• 09/2020-	• Social worker

	♦ According to the needs of school, teachers training will be organized and arranged properly.	training programme is beneficial to them.	teachers	08/2021	♦ NGOs

VI. Evaluation and supervision

1. Supervisor from Hong Kong Playground Association will supervise the progress and results of the programmes.
2. With good communication and liaison with Education Bureau, 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, 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 in order to know more about their feedbacks to the Comprehensive Student Guidance Service.

VII. Manpower

Po Kok Primary School agrees to pay HK$740,000 of 1 year's total amount of payment to Hong Kong Playground Association by using the SGS grant for purchasing 1-year Comprehensive student guidance service. The payment shall be made in two installments.

1. Social worker's stationing time:

Monday, Tuesday, Thursday and Friday	9:00am to 5:00pm (including 1 hour for lunch)
Wednesday	9:00am to 1:00pm

2. 0.5 Social worker's stationing time:

Wednesday and Friday (2days)	9:00am to 5:00pm (including 1 hour for lunch)

3. Supervision service

   At least 6 times per year and at least 2 hours for each time

VIII. 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, supervision service for one year)	$740,000
Total:	$740,000

G. Plans for Government Fundings

1.Plan for 'Capacity Enhancement Grant'

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• Organise the administration files in a proper manner and to create teaching aids for teaching NCS students.	• To employ 1 full time teaching assistant to assist in the daily routines and help making teaching aids and do varies translation jobs.	• 9/2020-8/2021	• A sum of $195,300.00will be used to cover the salary and MPF of 1 full time teaching assistant from 9/2020 to 8/2021.	• Teachers' observation will be used to assess the teaching assistant's performance at the end of the term.	• Ms Mimi Lok • SM Team
• Relieving teachers' workload for curriculum development	• To employ 1 full time janitor to assist in the daily routines, for example cleaning and photocopying.	• 9/2020-8/2021	• A sum of $148,752.00 will be used to cover the salary and MPF of 1 full time janitor from 9/2020 to 8/2021.	• Teachers' questionnaire will be used to assess the janitors' performances at the end of the term.	• Ms Mimi Lok • SM Team
• Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	• Purchasing printed titles and employing a qualified full-time supply teacher to create space for the core team to develop whole-school STEM Week reading modules and the KS2 RaCProgramme for promoting reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"	• 9/2020-8/2021	• A sum of $104,680.00 will be used to cover part of the salary and MPF of 1 full time supply teacher from 9/2020 to 8/2021.	• 9 sets of resources packages would be delivered. Student questionnaire and teacher questionnaire would be used to assess the effectiveness of the program.	• Mr. Danny Chan • English Panel

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.	• 9/2020 8/2021	• A sum of $400,000 will be used to purchase consumables, IT equipment and online services from 9/2020 to 8/2021.	• School IT equipment will be updated and consumables will be purchased.	• Mr. John Tang • 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.	• Employ a TSS to support the IT system and help solve IT problems encountered.	• 9/2020-8/2021	• A sum of $268,884 will be used to cover the salary and MPF of 1 TSS from 9/2020 to 8/2021.	• At the end of the term, use questionnaire toevaluate the performance of the TSS.	• Mr. John Tang • IT Team

4. Plan for 'New Funding Mode Learning Support Grant' (including Enhanced Speech Therapy 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 1 teacher and 2 full time teaching assistants	• 9/2020-8/2021	• A sum of $783,600 will be used to cover the salary and MPF of 1 teaches and 2 full time teaching assistants from 9/2020 to 8/2021.	• The teaching assistants and counsellor will be assessed by the school appraisal system.	• Ms Joe Wong • SS Team
• To provide different training programmes for SEN students to help them learn effectively in normal school.	• Suitable training programmes will be provided by service providers .Learning packages and teaching aids will be purchased.	• 9/2020-8/2021	• A sum of $390,000 will be used to purchase different training services and learning aids. (arts training $45,000, music training $45,000, drama education $45,000, attentiveness training $45,000, occupational training $45,000, speech therapy $90,000-ESTG, teaching materials $15,000-ESTG and teaching kits $60,000)	• Lesson observations will be used to assess the service provider. Besides, progress about students will be evaluated by reports from the service provider.	• Ms Joe 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 target students#	Estimated expenditure ($)	Name of partner/ service provider (if applicable)
• Enrichment Classes and Remedial Classes (P.5-6 Chinese and Mathematics)	• To strengthen students' study standard in the subjects of Chi and Maths.	• Over 80% of the participants agree that the class is useful and can enhance their subject knowledge.	• By observation	• 10/2020 - 7/2021	• 35	• $32,000	• Service Provider
• Cooking Class (Materials)	• To cultivate students' self-confidence and social skill.	• Over 80% of the participants participate in the class actively and enhance their self-confidence.	• By observation	• 9/2020 - 7/2021	• 10	• $20,800	• All teachers

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

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

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• To support the learning and personal development of NCS students	• To employ 2 teachers and 1 full time teaching assistants to assist in organizing activities and support the learning of NCS students.	• 9/2020-8/2021	• A sum of $1,020,180 will be used to cover the salary and MPF from 9/2020 to 8/2021.	• More manpower to support the learning of NCS students, especially in Chinese learning.	• Ms Mimi Lok • 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. •	• 9/2020-8/2021	• A sum of $310,000 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 9/2020 to 8/2021.	• Over 80% students agree that they can learn more effectively with the support of the school based textbooks and teaching aids. (Students' questionnaire)	• Ms Shirley Lai • CD Team
• To stimulate NCS students' interest in Chinese learning.	• Buy varies IT equipment and E-learning platform to enhance the interaction in class so as to enhance students' Chinese learning motivation. •	• 9/2020 8/2021	• A sum of $100,000 will be used for the development of Chinese E-learning Platform and buy IT equipment from 9/2020 to 8/2021.	• Over 80% students agree that they have more motivation in Chinese learning with the support of the IT equipment and E -learning platform.	• Ms Shirley Lai • CD Team
• To deliver various programs and activities so as to help improve the learning and teaching of NCS students.	• Organise different activities for NCS students to support their learning.	• 9/2020-8/2021	• A sum of $70, 000 will be used to cover the cost of all mentioned activities.	• Over 80% students agree that they can learn Chinese more effectively with the support of the activities. (Students' questionnaire)	• Ms Joe Wong • SS Team

7. Plan for 'Disbursement of Extra Recurrent Grant'

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• Support teachers' teaching with Information Technology	• To procure school WIFI services.	• 9/2020-8/2021	• A sum of $48,530 will be used to procure WIFI services from 9/2020 to 8/2021.	• The procurement of WIFI service helps to support E-Learning in school.	• Mr. John Tang • IT Team

8. 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 of printed books and e-books. • To hire writers, professional storytellers, etc. to conduct talks. • To hire of service from external service providers to organize student activities related to the promotion of reading. • To pay the application fees for activities and competition related to the promotion of reading. • To subsidize students for their participation in and application for reading related activities or course.	• 9/2020-8/2021	• A sum of $31,000 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. Kitty Chan • Library Team

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

Target	Strategies	Time Scale	Resources	Success Criteria	Teacher in charge
• To provide different training programmes for SEN students to help them learn effectively in normal school.	• Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased.	• 9/2020-8/2021	• A sum of $175,000 will be used to purchase different training services and learning aids. (autism/social skill training $90,000, dyslexia training $50,000, cultural exchange activities $20,000, teaching materials $15,000)	• Lesson observations will be used to assess the service provider. Besides, progress about students will be evaluated by reports from the service provider.	• Ms Joe Wong • SS Team
• To strengthen students' study standard in the subjects of Chi and Maths.	• To employ four teachers to give extra lesson for around 10 students in the subjects of Chi and Maths to have consolidation.	• 9/2020-8/2021	• A sum of $25,000 will be used to purchase service for Chi and Maths remedial classes.	• Over 80% of the participants agree that the class is useful and can enhance their subject knowledge.	• Ms Maxine Lui • ASS team • Service Provider

10. Plan for 'Life-wide Learning Grant'

Po Kok Primary School
Life-wide Learning Grant
Plan on the Use of the Grant
2020-2021 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	**To organise / participate in life-wide learning activities**										
1.1	**Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)**										
GS + Eng	Visit Wong Nai Chung Road Crescent Garden	• Learn about facilities in the park	Nov	P.1 (74)	• Students' work	0	✓	✓	✓		
GS + Chin + Maths + ME	Visit Tai Tam Country Park	• Learn about facilities in the country park • Observe different plants in the park	Feb	P.2 (74)	• Students' work • Teachers' observation	3,000	✓	✓	✓		
GS + Chin	Ocean Park Academy Nature 's Interactive Classroom	• Learn and observe different body parts of sea animals	Mar	P.3 (73)	• Students' work • Teachers' observation	10,000	✓	✓	✓		
GS + Chin + Eng + Maths + Lib	Visit Health Education Exhibition & Resource Centre	• Learn about food safety and food labels	Mar / Apr	P.4 (85)	• Students' work • Teachers' observation	3,000	✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
GS + Eng	MTR Budding Station Master Programme	• Understand the daily operations of MTR	Mar / Apr	P.5 (73)	• Students' work • Teachers' observation	3,000	✓	✓	✓	✓	✓
GS + Eng	Visit Hong Kong Observatory	• Learn about the observatory's work and foster disaster preparedness	May	P.6 (67)	• Students' work • Teachers' observation	3,000	✓	✓	✓		✓
GS	One Person, One Flower Scheme	• Learn about how to take care of plants	Nov-March	P.1-6 (451)	• Students' work	3,000	✓	✓	✓	✓	
GS	Life Education Activity Programme	• Recognise the importance of establishing a healthy lifestyle	1st term 2nd term	P.1,2 (148) P.5 (73)	• Students' work • Teachers' observation	8,000	✓	✓			
Maths	Shopping in the supermarket	• Strengthen students' understanding on the concept of currency exchange	Feb	P.2 (74)	• Students' work	1,000	✓		✓		
VA	Visit Hong Kong Museum of Art	• Appreciate the famous art work	Mar	P.4 (78)	• Students' work • Teachers' observation	7,000	✓		✓		
STEM	STEM Week STEM Day	• Apply STEM and programming skills	Jan Jun	P.1-6 (451)	• Students' work • Teachers' observation	100,000	✓		✓		
STEM	Synergy in Science held by Disneyland	• Define synergy Demonstrate how the illusion of 3D is created in a theater experience	Jun	P.5-6 (30)	• Students' work • Teachers' observation	12,000	✓		✓		
					Sub-total of Item 1.1	153,000					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	**Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)**										
-	School picnic	• Practice self-care ability • Improved self-confident	16/11	P.1-6 (451)	• Teachers' observation	50,000		✓	✓		
	Uniform groups Overnight Camp	• Improve self-confidence and self-management skills	Jan	P.3-6 (40)	• Teachers' observation	20,000		✓	✓		
	P6 Graduation Camp	• Improve self-confidence and self-management skills	14-16/4	P.6 (67)	• Teachers' observation	50,000		✓	✓		
	Big Buddha Visit	• Know about Big Buddha and the culture of Buddhism	20/11	P.4-6 (218)	• Teachers' observation	60,000	✓	✓	✓		
	Musical	• Improve self-confidence and self-management skills	May	P.1-6 (453)	• Teachers' observation	200,000	✓	✓	✓		
					Sub-total of Item 1.2	380,000					
1.3	**Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons**										
					Sub-total of Item 1.3	0					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.4	**Others – Competitions**										
Chin + Eng + PTH	Speech Festival	• Improve self-confident	Nov-Feb	P.1-6 (100)	• Competition result	10,000	✓				
Music	Music Festival	• Improve self-confident	Mar	P.1-6 (20)	• Competition result	3,000	✓				
ECA	School Dance Festival	• Improve self-confident	Feb-Mar	P.4-6 (30)	• Competition result	5,000	✓		✓		
PE	Football Competition	• Improve self-confident	Jan	P.1-6 (15)	• Competition result	5,000	✓		✓		
Music	Handchimes Competition	• Improve self-confident	Dec	P.2-6 (15)	• Competition result	3,000	✓				
PE	Sports Competition	• Improve self-confident	Sep - Jul	P.1-6 (50)	• Competition result	5,000	✓		✓		
PTH	GAPSK Competition	• Improve self-confident	Feb- Mar	P.2-3 (10)	• Competition result	1,000	✓				
STEM	Race to the Line microbit Competition	• Apply and learn more about microbit.	May	P4-6 (30)	• Students' work • Teachers' observation	50,000	✓		✓		
					Sub-total of Item 1.4	82,000					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
			Estimated Expenses for Category 1			615,000					

Domain	Item	Purpose	Estimated Expenses ($)
Category 2	**To procure equipment, consumables or learning resources for promoting life-wide learning**		
STEM	STEM items, such as Bots, drones	Having STEM Activity	10,000
PE			
Arts			
Others			
		Estimated Expenses for Category 2	**10,000**
		Estimated Expenses for Categories 1 & 2	**625,000**

Estimated Number of Student Beneficiaries

Total number of students in the school:	453
Estimated number of student beneficiaries:	453
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post): Wong Kar Yan, Agnes (APSM)

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

School Name: Po Kok Primary School(English)

Application No.: D005 (for official use)

A) General information:

1. No. of English Language teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 12

2. No. of approved classes in the 2019/20 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	3	4	3	3	3	2	18

3. No. of operating classes in the 2019/20 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes	--	--	--	--	--	--	--

4. Programmes/Projects implemented or support service(s) received in relation to English Language curriculum in the past five years:

Name of the programme/project/ support service	Grade level	Focus(es) of the programme/project/ support service	External support (if any)
PLP-R/W	P.1-P.3	Guided Reading	NET Section, EDB

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
•Supportive principal and a team of enthusiastic teachers •An extra NET to enrich students' exposure to authentic English •Non-Chinese speaking students who are comfortable with using English for communicative purpose •A comprehensive reading to writing programme developed under the grant of EEGS •Good results in the Territory-wide System Assessment	•A STEM programme has been recently developed. •PEEGS could provide school with additional resources for implementing language-enhancement initiatives. •Life-wide Learning Grant provides resources in organising excursions.
Weaknesses	**Threats**
•With a majority of our students being non-Chinese speaking, a need exists to develop students' academic literacy. •There is a general lack of learning support from students' family. •Learning diversity is huge.	•Keen competition from other NCS schools and neighboring schools

(C) Measures taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area of Development	Usages of the grant	Grade Level
Reading and Writing	•Hiring a supply teacher and teaching assistant •Purchasing printed titles, dictionaries and teachers' references	P.1-P.6

(D) Focuses of the school's proposed school-based English Language curriculum initiatives to be funded under PEEGS

Proposed target area(s) of development (Please ☑ the appropriate box(es) below)	Proposed usage(s) of the Grant (Please ☑ the appropriate box(es) below)	Time scale (Please ☑ the appropriate box(es) below)	Grade level (Please ☑ the appropriate box(es) below)
☐Enrich the English language environment in school through •conducting more English language activities*; and/or •developing more quality English language learning resources for students* ***(*Please delete as appropriate)*** ☑Promote reading*~~or literacy~~* across the curriculum in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining" **(*Please delete as appropriate)** ☐Enhance e-learning in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum •Focusing, Deepening and Sustaining" ☐Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum •Focusing, Deepening and Sustaining" ☐Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum •Focusing, Deepening and Sustaining"	☑Purchase learning and teaching resources ☑Employ a full-time*~~or part-time~~* teacher ***(*Please delete as appropriate)*** ☐Employ a full-time* or part-time* teaching assistant ***(*Please delete as appropriate)*** ☐Procure service for conducting English language activities	☑2020/21 school year ☐2021/22 school year	☑P.1 ☑P.2 ☑P.3 ☑P.4 ☑P.5 ☑P.6

(E) How to implement the proposed school-based English Language curriculum initiative funded by PEEGS?

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Purchasing printed titles and employing a qualified full-time supply teacher to create space for the core team to develop whole-school STEM Week reading modules and the KS2 RaCProgramme for promoting reading across the curriculum (RaC) in respect of the updated English Language Curriculum (Primary) under "Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining"					
Background and Objectives (1) Our first STEM week was launched in January 2020 and will be held as a regular event. During the week, students across all levels are able to apply STEM-related concepts in project-based settings. With the provision of Life-wide Learning Grant, the school has also arranged a broad array of excursions and visits that have close ties with different key learning areas (KLAs) to enrich students' learning. (2) The English Language panel, as a servicing department, would like to support students' cross-curricular language needs by developing the STEM Week reading modules and KS2 RaCprogramme. A diversified range of texts and activities will be introduced for: equipping students with key comprehension strategies for use with informational texts; • reinforcing subject-related concepts; • broadening their knowledge base; as well as • improving their motivation and engagement in reading. (3) Teachers will also benefit professionally from the proposed initiatives. A deeper understanding of the language demands across the curriculum and a repertoire of pertinent instructional strategies will be developed as a result. **The Core Team** (1) The core team will consist of the English Language panel head and 2 experienced English Language teachers (deployed in KS1 and KS2 respectively and have taught General Studies as well). (2) 8 lessons per week will be released tentatively for each member and 24 lessons per week will be taken up by the supply teacher. (3) The core team will formulate the STEM reading modules in the first term and the RaCprogramme in the second term.	**STEM Week Reading Module** P.1-P.6 **KS2 RaC Programme** P.4-P.6	**STEM Reading Module** •Planning Sep 2020 •Producing activity booklets Oct 2020 •Implementation and evaluation Nov 2020 to Jan 2021 **KS2 RaCProgramme** •Planning Jan 2021 •Producing activity booklets Feb 2021 •Implementation and evaluation Mar and Apr 2021 **Professional sharing** •Jun 2021 **Final review and modification** •Jul and Aug 2021	**STEM Reading Module** •A total of 6 resources packages covering a total of 36 lessons will be developed. •70% of the students agree that the STEM reading module has improved their understanding of informational texts. •70% of the students agree that the STEM readingmodules have provided them with more conceptual and language inputs for their projects. **P.4- 6 RaCProgramme** •A total of 3 resources packages covering a total of 24 lessons will be developed. •70% of KS2 students agree that the RaC programme has enhanced their reading skills and encouraged them to do extended reading.	•The formulated packages would be a part of the school-based reading curriculum after the completion of the project. •The English Language panel head would hold an evaluation meeting at the end of the school term to encourage sharing of good practices and identify areas of refinement for the coming year. •Core team members would be deployed in KS1 and KS2 in 2021-2022 to provide support to teachers of different grades. •Lessons observed would be video-taped for professional development among the English Language Panel.	•Co-planning meetings would be arranged on bi-weekly basis. •The Curriculum Team Leader and the General Studies panel head will be invited to join the co-planning meeting once a month to keep abreast of the progress and provide ideas. •The core team would have evaluation meetings with all English Language teachers to evaluate the effectiveness and disseminate good practices. •The core team would collect opinions of both teachers and students with the use of questionnaire survey and group interviews. •Students' assessment results will be analysed.

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
(4) The English Language panel head will conduct a professional development workshop for all English Language teachers in October 2020 to help them grasp the required strategies and skills in teaching the proposed STEM modules. Teachers will also be trained to use the necessary eLearning resources in the workshop. Another workshop will be conducted in March 2021 for KS2 teachers to familiarise them with the RaC modules. (5) Bi-weekly co-planning meetings would be arranged in a blocked period in the timetable for the core team to go through the design and implementation of the proposed modules. The Curriculum Team Leader and the General Studies Chairperson will be invited to join the co-planning meetings once a month to keep abreast of the progress and provide ideas. (6) The core team will try out the designed modules and open their lessons for observation for all English Language teachers once for both programmes. (7) Core team members will observe 1 lesson of all English Language teachers to assess the design of the packages and provide constructive feedback. Experience and good practices would be shared in subject panel meetings. **<u>Purchase of printed books</u>** (1)A total of 9 printed titles will be purchased for the STEM Week Reading Module and KS2 Reading Programme. Teachers will make use of the newly-acquired books to introduce key language features of different reading genres, target reading skills and subject-specific concepts. (2) Proper procurement exercises will be adopted.			•60% of KS2 students show improvements in reading assessments and examinations. •80% of KS2 teachers agree that they have a deepened understanding of instructional strategies in cross-curricular reading.	•Students' good samples would be kept for 3 years for future reference and professional sharing.	

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
<u>Details of the STEM Week Reading Modules (P.1-P.6)</u> (1)Prior to the STEM Week, six 40-minute lessons in November 2020 would be allocated to the related reading module for each of the target levels. (2)An activity booklet would be designed for each title. Supporting reading materials would be included if necessary. (3) Students would be guided to produce a written description/report related to their STEM projects in the STEM Week in January 2021.					

P.1 STEM Reading Module Theme: Sight Related STEM project: Magical illusion Tentative title: *Seeing (Acorn: The Five Senses)* ISBN-13: 978-1618912978	
Target text type	•An informational text
Text structures	•Description •Cause and effect
Language focuses	•Present tense •Colour words
Text features	•Illustrations, labels and captions •Table of contents
Subject-specific content knowledge, concepts and skills	•Understand how we see •Understand the importance of self-care
P.2 STEM Reading Module Theme: Electric toys Related STEM project: DIY light doll Tentative title: *Toys Now and Then*by Nadia Higgins ISBN-13: 978-1641284776	
Target text type	•An informational text
Text structures	•Description •Sequence and order
Language focuses	•Vocabulary of toys •Singular and plural nouns
Text features	•Illustrations, labels and captions •Table of contents •Glossary

Proposed school-based English Language curriculum initiatives		Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
Subject-specific content knowledge, concepts and skills	•Understand the development of toys •Appreciate what we have					
P.3 STEM Reading Module Theme: Heat Related STEM project: Heat retention bottle Tentative title: *How Heat Moves* by Sharon Coan ISBN-13: 978-1480750586						
Target text type	•An informational text					
Text structures	•Description •Cause and effect					
Language focuses	•Auxiliary verbs					
Text features	•Illustrations, labels and captions •Table of contents •Glossary •Index					
Subject-specific content knowledge, concepts and skills	•Understand the concept of heat •Learn to protect oneself from extreme temperatures					
P.4 STEM Reading Module Theme: Solar energy Related STEM project: Solar cars Tentative title: *Powered by the Sun* by Joseph Otterman ISBN-13: 978-1493866588						
Target text type	•An informational text					
Text structures	•Description •Problem and solution					
Language focuses	•Auxiliary verbs •Energy					
Text features	•Illustrations, labels and captions •Table of contents •Glossary •Index •Headings					
Subject-specific content knowledge, concepts and skills	•Understand the importance of the sun to all living things •Learn about green energy and the urging need to protect the Earth					

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
P.5 STEM Reading Module Theme: Coding Related STEM project: mBot Tentative title: *How Coding Works* by George Anthony Kulz ISBN-13: 978-1641853866					
Target text type	•An informational text				
Text structures	•Description •Problem and solution				
Language focus	•Vocabulary on coding				
Text features	•Illustrations, labels and captions •Table of contents •Glossary •Index •Headings				
Subject-specific content knowledge, concepts and skills	•Understand how coding impacts the world by encouraging creativity and problem-solving •Have a deepened understanding of the digital world				
P.6 STEM Reading Module Theme:Space exploration Related STEM project: Lego Mindstorm Tentative title: *Space Robots* by Elizabeth Noll ISBN-13: 978-1618912954					
Target text type	•An informational text				
Text structures	•Description •Sequence •Problem and solution				
Language focus	•Vocabulary on space exploration				
Text features	•Illustrations, labels and captions •Table of contents •Glossary •Index •Headings				
Subject-specific content knowledge, concepts and skills	•Understand the development of robotic technology •Understand how mankind explores the universe with the use of different robots				

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
◆ Teaching and learning activities • Teachers would help students understand and decode the chosen titles with a wide range of reading strategies (schema activation, K-W-L Chart, working out meaning of unfamiliar words with the use of pictorial clues and context, locating specific information, using phonological strategies to decode words, etc.). • An activity booklet would be designed for each title. Supporting reading materials (eBooks and articles from the Internet) would be included to support the teaching of key concepts. • Teachers will employ different eLearning resources (RainbowOne and interactive whiteboard) to enhance learning motivation and promote different modes of interaction. Quizzes and games would be conducted with the use of RainbowOne to collect prompt feedback on students' learning. • KS2 students will be taught to use graphic organisers (timelines, mind maps, etc.) tosummarise what they have read. • During the STEM Week in January 2021, students will be asked to write a description or a report of their creation/ project with the guidance of teachers. ◆ Sample STEM reading module • Prior to the STEM Week, six 40-minute lessons in November would be allocated to the related reading module.					

P.2 STEM Reading Module Theme: Electric toys Related STEM project: DIY light doll Tentative title: *Toys Now and Then* by Nadia Higgins ISBN-13: 978-1641284776	
Target text type	• An informational text
Text structures	• Description • Sequence and order
Language focuses	• Vocabulary of toys • Singular and plural nouns • Adjectives
Text features	• Illustrations, labels and captions • Table of contents • Glossary

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation

Grade	*English Language*	*General Studies*
Subject-specific content knowledge, concepts and skills	•Understand the development of toys •Appreciate what we have	

Pre-reading

- Invite students to bring their favourite toys to school.
- Get students to do a show-and-tell about their toys.
- Show students toys from different times and ask them to guess when they were made.
- Show students the cover of the book Toys Then and Now and have students make predictions on the genre and the content based on the title and the illustrations.

While-reading

- Do a picture walk with students before reading.
- Direct students' attention to the text features (illustrations, captions, etc.) of informational texts.
- Highlight the use of organisational aids (bold and colour prints).
- Go through unfamiliar words with students using different reading strategies.
- Compare toys from the past and toys now.
- Check students' understanding about the toys they have read about through a quiz on *RainbowOne*.

Post-reading

- Show students some more toys from the website 'Toy Hall of Fame'. https://www.toyhalloffame.org/
- Practise describing the toys in terms of their colours, sizes and features with the use of adjectives.
- Have students design a new electronic toy and share about it in class.
- During the STEM Week, invite students to write a short description about their DIY light doll. Teachers will go through the target sentence structures and vocabulary. Students' writing will be displayed on the board as a part of the STEM display.

Details of the KS2 RaCProgramme

- 1 package would be developed per grade, with each covering eight 40-minute lessons.
- Tentative themes are selected after conducting curriculum mapping with the General Studies panel head.

Proposed school-based English Language curriculum initiatives			Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
P.4	*Healthy Eating*	*Healthy Body*					
P.5	*Travelling around Hong Kong*	*Life in Hong Kong*					
P.6	*Natural Disasters*	*World Issues*					

P.4 RaC Module

Tentative title: *Healthy Eating*
by Jenny Dooley and Virginia Evans
ISBN-13: 978-1471540394

Target text types	•Informational texts •Narratives
Language focuses	•Vocabulary about food groups •Uncountable and countable food items •Quantifiers
Text features	•Illustrations, labels and captions •Table of contents •Headings •Charts •Picture Dictionary
Subject-specific content knowledge, concepts and skills	•Understand the importance of a balanced diet •Learn to make smart food choices •Learn to take care of one's body

P.5 RaC Module

Theme: Hong Kong
Tentative title: *Lost in Hong Kong*
by Matthew Cooper
ISBN-13: 978-9881299109

Target text types	•Narratives •Maps and legends •Articles
Language focuses	•Places in Hong Kong and activities •Transportation •Gerunds •Adjectives
Subject-specific content knowledge, concepts and skills	•Understand and appreciate the vibrant culture of Hong Kong •Deepen sense of belonging as Hong Kong citizens

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
P.6 RaC Module Theme: Natural Disasters Tentative title: *Natural Disasters* by Diana Noonam ISBN-13: 978-0743909051					
Target text types	•Informational texts •Newspaper articles				
Language focuses	•Natural disasters •Gerunds •Conjunctions				
Text features	•Illustrations, labels and captions •Table of contents •Headings •Charts and tables •Index and glossary				
Subject-specific content knowledge, concepts and skills	•Understand how natural disasters affect our lives •Appreciate the effort of relief organisations worldwide				
◆Teaching and learning activities (1)A reading to writing booklet with the following elements would be designed for each title: •Learning objectives, previous knowledge and pre-reading tasks (prediction and looking up meaning of words in the dictionary) •While-reading tasks (confirming predictions, levelled questions, discussion and situational questions) •Post-reading tasks (role play, writing tasks and extended reading) for developing students' critical thinking and generic skills •Self-evaluation and peer evaluation •Teacher's comments and parents' comments (2)Teachers would help students understand and decode the chosen titles with a wide range of reading strategies (schema activation, K-W-L Chart, working out meaning of unfamiliar words with the use of pictorial clues and context, locating specific information, using phonological strategies to decode words, etc.) (3) Teachers will employ different eLearning resources (*RainbowOne* and interactive whiteboards) to enhance learning motivation and promote different modes of interaction.					

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
(4) One excursion or visit related to the themes would be arranged with the use of the Life-wide Learning Grant to broaden students' horizons and connect their learning experiences across different KLAs. ◆Sample RaC module The module will be taught over eight 40-minute lessons after corresponding textbook chapters (Ch. 3 *Healthy eating* and 4 *A balanced diet*).					

P.4 RaC Module Theme: Healthy Eating Tentative title: *Healthy Eating* by Jenny Dooley and Virginia Evans ISBN-13: 978-1471540394	
Target text types	•Informational texts •Narratives •Food labels
Language focuses	•Vocabulary related to food groups •Uncountable and countable food items •Quantifiers
Text features	•Illustrations, labels and captions •Table of contents •Headings •Charts •Picture Dictionary
Subject-specific content knowledge, concepts and skills	•Understand the importance of a balanced diet •Learn to make smart food choices •Learn to take care of one's body
Pre-reading	
•A preview worksheet will be assigned to students prior to the module, encouraging them to conduct some research about healthy eating. •Give students a quiz on *RainbowOne* to assess students' knowledge on healthy eating. •Elicit prior knowledge on healthy eating with the use of the K-W-L Chart. Invite students to write down their biggest questions regarding healthy eating on a memo paper and collect them for later use. •Go through some common food items with students with the use of interactive whiteboard.	

Proposed school-based English Language curriculum initiatives	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria	Sustainability	Methods of progress-monitoring and evaluation
• Ask students to keep a food diary for 2 weeks to record what they have eaten. • Show students the cover of the book Healthy Eating and have students make predictions on the genre and the content based on the title and the illustrations.					
While-reading					
• Go through the first 2 pages of the book with students and direct their attention to the text features (Illustrations, captions, etc.) of informational texts. • Highlight the use of organisational aids (bold and colour prints). • Divide students into groups. Assign 2 pages to each member of the group and conduct jigsaw reading. Students assigned with the same reading part go through the material in their expert group. Students go back to their home group afterwards and learn from one another. • Go through unfamiliar words with students using different strategies. • Invite students to summarise what they have read with the use of graphic organizers. • Go through students' questions on the memo paper to see whether they have found the answers to them. • Read the story in the book Healthy Eating with students.					
Post-reading					
• Visit Health Education Exhibition and Resource Centre to learn about food labelling and food safety. • Read some food labels with students. Go through the features of food labels. Have students pay attention to different nutrients and choose better snacks based on the food labels. • Show students some unhealthy diets. Teach students to give advice with the use of the quantifiers learnt. • Have students to look at their food diary and conduct self-evaluation of their own diet. • In groups of 4, students write a story with the theme of healthy eating. The group with the best story will be invited to do a recording in the Campus TV. The programme will be broadcast during lunch.					

(F) Budget and cash flow:

Proposed usages of grant	Estimated cost				
	2020/21 school year		~~2021/22 school year~~		Sub-total (Funded by PEEGS)
	Funded by PEEGS	Funded by other sources (if any)	Funded by PEEGS	Funded by other sources (if any)	
(1) Purchasing printed titles STEM Reading Module 6 titles x 30 copies x $60 = $ 10,800 KS2 RaCProgramme 3 titles x 30 copies x $60 = $5,400	$16,200	/	/	/	$16,200
(2) Employing a full-time supply teacher September 2020 – August 2021 ($35,040 /month + $1,500 MPF/month) x 12 months =$438,480	$333,800	$104,680 (CEG)	/	/	$333,800
Total:	$350,000	$104,680	/	/	$350,000

Remarks:

Teachers who have joined the Early Retirement Scheme cannot be hired under the PEEGS.

H. Budget Plan

Name of Account	Income	Budget
EOEBG		
Capacity Enhancement Grant	626,111.00	448,732.00
Composite Information Technology Grant	468,746.00	400,000.00
Enhanced Speech Therapy Grant	125,220.00	105,000.00
School Based Management Top Up Grant	50,350.00	40,000.00
Top Up Student Guidance Service Grant	148,296.00	140,000.00
Understanding Adolescent Project Grant	135,001.00	133,039.00
Total	**1,553,724.00**	**1,266,771.00**
OTHER GRANTS		
Community Care Fund Assistance Programme School Lunch	*25,200.00	65,000.00
Enhanced Additional Funding - Support for NCS students	1,500,000.00	1,500,180.00
Grant for Supporting NCS students with SEN	201,400.00	200,000.00
Grant Scheme on Promoting Effective English Language Learning	350,000.00	350,000.00
Learning Support Grant	**859,273.00	1,068,600.00
Life Wide Learning Grant	629,375.00	625,000.00
Promotion of Reading Grant	31,207.00	31,000.00
School-based After-school Learning & Support Programmes	52,800.00	52,800.00
Total	**3,649,255.00**	**3,892,580.00**

Community Care Fund Assistance Programme School Lunch:

*Remarks: 1st Instalment (received in Aug 20) $25,200.00
The amount of 2nd instalment to be confirmed

Learning Support Grant:

**Remarks: 1st Instalment (received in Aug 20) $859,273.00
The amount of 2nd instalment to be confirmed.