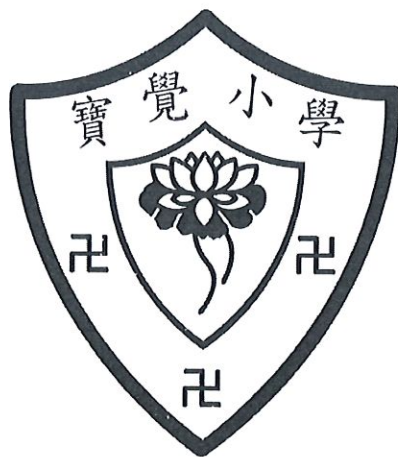


Po Kok Primary School



Annual School Report

2019-2020

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Annual Report

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A. Vision & Mission

The vision of the School is as follows:-

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

The mission of the School is as follows:-

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

School Goals

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

B. Our School

Introduction of our school

Po Kok Primary School is a Buddhist whole-day aided school in Hong Kong. The first Po Kok was established in Causeway Bay in 1934 by Lady Clara Ho Tung to give opportunity for girls to receive a free education. The school has been aided in 1949. We are now having 18 classes and the total numbers of students are 428. Over 90% of the students are Non-Chinese Speaking students.

School Facilities

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

School Information

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

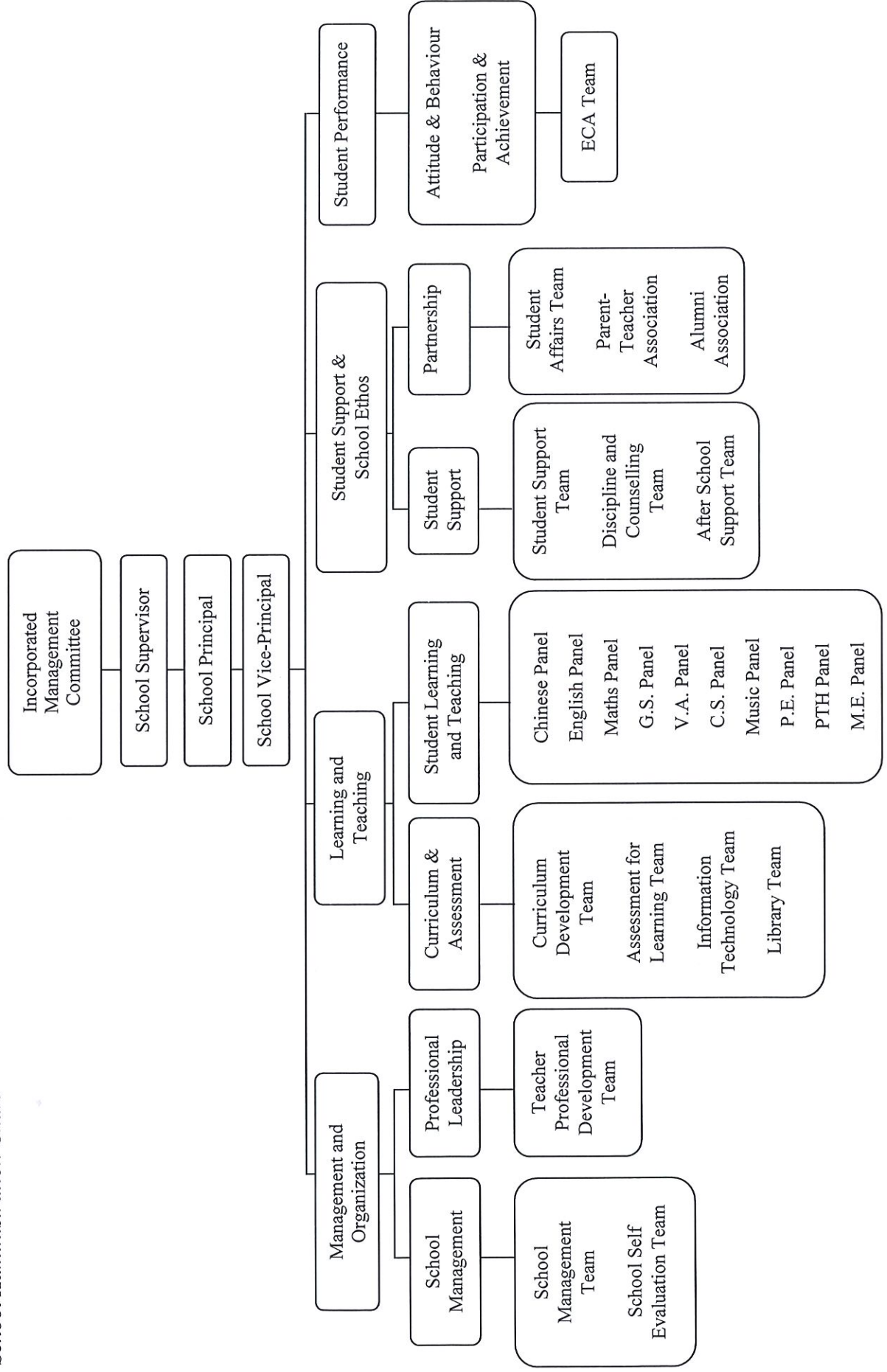
C. Management and Organisation

School General Information

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

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

School Administration Chart



D. Our Students*Class Formation for 2019-2020*

Primary	P.1	P.2	P.3	P.4	P.5	P.6	Total
Class	3	4	3	3	3	2	18
Total number of students	77	87	73	74	68	49	428

E. Our teachers*Professional qualification of teachers*

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

Number of teachers in approved establishment	36
Number of teachers on top of approved establishment	4
Qualification (% of Teaching Staff)	
Teacher Certificate / Diploma in Education	100%
Bachelor Degree	95%
Special Education Training	42.1%
Working Experiences (% of Teaching Staff)	
0-4 years	55%
5-9 years	25%
10 years or above	20%
Our teachers' development record	
Principal's total number of hours of professional development	218 hours
No. of hours of professional development per teacher	71 hours (Total:2399 hours)

F. Achievements and Reflection on Major Concerns

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

Achievements

1. Teachers are able to implement the 'Better Teaching and Learning Scheme 2.0' in lessons.
 - According to the results of the lesson observations, co-planning records and the minutes of subject meetings conducted in the first term, around 50% of the teachers in our school has been observed in their lessons, and 85% of them were able to implement the scheme and conduct 'TIPS' in lessons. The general performance in 'I' was particularly good, as our teachers were able to design the appropriate interactive teaching materials in order to provide instant feedbacks on students' learning progress, thus enhancing the teacher-student interaction in lessons. Meanwhile, online teaching was held during the class suspension period. As reflected from the performance in online lessons, teachers were still able to make good use of 'I', such as designing games and activities to stimulate students' learning interest. The students were also able to solve their learning difficulties through online learning, thus achieving the goal of 'suspending classes without suspending learning'.
 - At the same time, the subject panels were able to support teachers' needs through subject meetings and collaboration meetings in the first term. These measures were also implemented successfully with the use of Zoom in the second term despite the epidemic. Most of the teachers agreed that the meetings could help them understand how to organize lessons better and support their teaching needs. Therefore, they shall be continued in the coming year.
- 2.1 Students develop self-learning skills in stages. (Ready to learn stage) Students participate actively and happily in lessons.
 - First of all, around 50% of the teachers in our school have been observed in their lessons in the first term, and it can be said that some of the teachers were able to design good graded preview activities and implement them in lessons to arouse students' motivation in learning. Meanwhile, based on the data generated from the design of self-learning materials and co-planning meetings, more than 85% of our teachers were still able to design interesting graded preview activities during the school suspension in the second term, thus motivating students to engage in self-learning. Students also participated in online lessons actively, and as a result we were able to cultivate a happy learning environment.
 - Moreover, the observed teachers have also shown the ability to make good use of the interactive teaching materials to provide an instant feedback on students' learning performance. The feedback from teachers also enabled students to understand their own learning progress and stimulated their motivation in learning. At the same time, more than 85% of the students were able to join the real-time online learning during the class suspension period. They answered questions actively and solved their learning difficulties through interactive learning. From this, it can be concluded that e-learning has been integrated gradually into students' learning process, and it was able to enhance their motivation in learning.
 - In addition, the school has adjusted the calculation method of the 'Active Learner' Reward Scheme, namely only counting the students' performance in the first term. Based on the scheme's data, around 60% of the students were able to achieve the title of 'Active Learner', thus showing that the scheme was effective in stimulating students to learn actively. Most of the students performed better in terms of preview activities and actively answering questions.
- 2.2 Students develop self-learning skills in stages. (Ready to learn stage) Major subjects develop subject-based self-learning materials to overcome learning difficulties.
 - This year, the school has integrated school-based self-learning strategies into P.3, in hopes to improve the said students' abilities to engage in self-learning. With the experience from last year, most of the teachers were able to design appropriate teaching materials to counter the learning difficulties of students. Based on the academic performance of students in the first term, about 40% of the students were able to use graphic organizers or self-learning strategies to solve their learning difficulties, and enhanced their performance in learning.

Reflection

1. Teachers can utilize the 'Better Teaching and Learning Scheme 2.0' in lessons.
 - The intended outcome was partly achieved. In view of the coronavirus disease 2019 epidemic, classes of all schools in Hong Kong have been suspended since the end of January this year until the end of May. The Education Bureau (EDB) has only, since the subsidence of the epidemic, announced that classes of primary and secondary schools would resume in three phases starting from May 27 in a gradual and orderly manner. As a result, P4-6 students resumed half-day school on 8 June, while P1-3 students resumed half-day school on 15 June. Although online teaching was held during the suspension period, the curriculum and its related activities were greatly affected. Teachers were unable to implement TIPS practically in lessons and the learning performance of students in various self-learning activities could not be examined as a whole. The school has also cancelled lesson observations, the assessment and examination in the second term to reduce the pressure of learning among students. Thus, the school was unable to evaluate on the efficiency in teaching and learning, as well as to assess the effectiveness of the scheme this year. Therefore, it was suggested to continue to carry out the scheme next year.
- 2.1 Students develop self-learning skills in stages. (Ready to learn stage) Students participate actively and happily in lessons.
 - The intended outcome was partly achieved. Due to the outbreak of COVID 19 in the second term, the curriculum and the related activities were greatly affected. As a result, the school was unable to evaluate on the efficiency in teaching through lesson observations and the examination performance in the second term. The learning performance of students in various self-learning activities was also unable to be examined as a whole. Therefore, it was suggested to continue to carry out the scheme next year.
- 2.2 Students develop self-learning skills in stages. (Ready to learn stage) Major subjects develop subject-based self-learning materials to overcome learning difficulties.
 - The intended outcome was partly achieved. Due to the outbreak of COVID 19 in the second term, the curriculum and the related activities were greatly affected. In order to reduce the pressure of learning among students, the second term assessment and examination for P.1-4 and P.6 were cancelled. On top of that, it was found that P.3-4 students needed more time to get used to using graphic organizers to solve problems as they have just learnt about its usage this year. Therefore, the school was unable to assess the effectiveness of students' learning through lesson observations and the examination performance. So, in order to examine whether the P.3-6 students are able to use graphic organizers effectively to solve their learning problems, it was suggested to continue to carry out the scheme next year.

Feedbacks and follow-up actions:

1. *To continue with the planning and execution of Major Concern 1, and to further strengthen our students self-learning skills and thinking skills.*
 - The school will continue to refine TIPS in the coming year, especially on 'T', 'P' and 'S', to give teachers more time to examine and evaluate their teaching effectiveness, as well as to make plans and prepare for the next academic year.
 - Teachers are advised to improve and refine continuously on how to utilize preview activities in lessons and enhance students' self-learning skills, thus guiding them to be "Ready to Learn". The school will also hold workshops to provide support for teachers regarding to their teaching strategies, to reinforce their usage of "T".
 - The CD Team will collaborate with the DC Team on adjusting the prerequisite of getting the title of 'Active Learner', to stimulate students' interest to be active in learning activities.
 - Moreover, self-learning teaching strategies will be continued to develop from the perspective of P.3 in the coming year. In order to stimulate students' thinking and to deepen their understanding, teachers are required to hone their teaching strategies. The areas of concern for them are mainly on the design of graphic organizers and/or diagrams, as well as refining their lesson activities in terms of providing more thought provoking tasks. These measures will be able to guide students to be 'Ready to Learn'.

2. *To further enhance the overall learning and teaching effectiveness, more training sessions on teaching pedagogies could be arranged. (In response to the ESR report and aligning with the new Education policies)*
- Since there are still quite a large number of new teachers, and the EDB has developed a series of training programme for newly-joined teachers and in-service teachers in the coming year, the CD Team will continue to cooperate closely with the Teacher Development Team. A series of workshops related to catering for learner diversity and teaching pedagogies will be held during teacher development days and professional sharing sessions.

Major Concern 2: Cultivate students' positive life values

Achievements

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

Healthy Eating:

- We had applied the 'EatSmart Accreditation Scheme (ESAS)' which focused on the choices of healthy lunch and healthy snacks. According to the monthly checks in the first term, more than 95% of students had brought healthy lunch and healthy snacks. However, we could not do any follow up in the second term as the school was suspended.
- We had held a parent seminar in November and the seminar was about the importance of healthy eating, regular exercising and the reward scheme. From the parents' questionnaire collected after the seminar, more than 90% parents agreed that their children had enough exercise each week and had healthy lunch and snacks.

Regular Exercising:

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

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

However, in view of the coronavirus disease 2019 epidemic, classes of all schools in Hong Kong have been suspended since the end of January, all of the mentioned activities could not be done in the second term which significantly affected the achievements and the intended outcomes.

- The Discipline and Counselling Team had refined the rewarding of 'Talented Athletes' at the beginning of the term to reflect on the evaluations done last year. As the school was suspended in the second term, the calculation of the 'Talented Athletes' had been adjusted and only the results from the first term were counted. According to the first term record of the 'Talented Athletes', the results had shown improvement as around 60% of the students achieved the 'Talented Athlete' award. According to the teachers' observations and first term record of the Fitness Book, most of the students had built up the awareness of doing exercises regularly.
- From the first term record of height and weight index, 41.2% of P.1-3 students were overweighed which had slightly decreased when compared with the year of 2018-2019.

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

- Our school was awarded as the 'Caring School' award in 2020. The award was used to honour the school with students who provided voluntary services internally and externally.
- The Discipline and Counselling Team had continued "Everyone has a duty Scheme" in the first term. As the classes were suspended in the second term, the calculation of the 'Reputed Volunteer' reward scheme had been adjusted and only the results from the first term were counted. According to the result

of 'Reputed Volunteer' reward scheme, around 77% of students had achieved this award. That means those students had performed at least one duty at school and took part in one social service in the community in the first term. We believed that most students have raised some awareness of the significance of commitment and leadership.

- A questionnaire was done right after school resumed in June. 100% of students agreed that the "Prefect Scheme" and 'Big Brothers Big Sisters Scheme' had promoted their commitment and leadership through carrying their duties. Besides, different subjects or teams had their own team of ambassadors. Teachers observed and reported that they were willing to serve at school and had carried their duties properly in the first term and after school resumption.
- 'I Appreciate... Board' had a new design and praised the ambassadors from time to time in the 1st term. The ambassadors who were praised also had to give a feedback and wrote a message of their feeling. Teachers then posted the appreciation paper on the corridor so that all the school mates can share.
- Our school was awarded to achieve of the contribution of over 10,000 hours of volunteer service to the community in 2019 which was organized by the Social Welfare Department. Besides, there were 49 students received the award of long-term service, 11 students received gold award, 140 students received silver and 172 students received bronze in the volunteer service which was organized by the Social Welfare Department. Moreover, school participated actively in the Community Youth Club (CYC). School was awarded "Gold Award of Active Team" and our student had achieved "The Outstanding Member Award" this year.

Reflections

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

- Intended outcome partly achieved. Majority of students had cultivated a habit to bring healthy snacks and lunch in the first term. Students had set suitable targets in doing exercises weekly in their fitness booklets. They participated actively in sport recess activities and sport ECA. From the first term record of height and weight index, 41.2% of P.1-3 students were overweighted which was slightly decreased when compared with the year of 2018-2019. However, as all the schools in Hong Kong were suspended in the second term, it was difficult to judge the level of achievement this year. After discussion, it was suggested to continue to do our work next year for better outcomes.

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

- Intended outcome partly achieved. Students were assigned at least a duty at school so that they could learn through serving at school. 97% of P.4-6 and 79% of P.1-3 students had joined at least one social service. In addition, 77% of students had achieved the award of 'Reputed Volunteer' in the Po Kok Super STAR. Their awareness of the significance of commitment and leadership was raised. However, as all the schools in Hong Kong were suspended in the second term, it was difficult to judge the level of achievement this year and we would like our students to participate more actively in volunteer work. After discussion, it was suggested to continue to do our work next year for better outcomes.

Feedback and follow-up actions:

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

- We could not do any follow up actions this year as there was no school in the second term. We would continue monitoring the quality of the lunch which was provided by the lunch company. In addition, a warm reminder label would be given to students who bring unhealthy lunch from home.
- We had cancelled healthy snack competition and monthly healthy snack checks in the second term, we would like to carry on these activities to continue promote healthy eating next year.
- School-based fitness book program would be continued to cultivate their habit of regular exercising and consolidate their awareness of the importance of doing sports.
- As all ECAs were cancelled in the second term, we would like to continue different sports ECAs and sport recess activities next year.

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

- As we hadn't done any community services in the second term, we would like to continue to promote sense of commitment and leadership next year. Highlights of community service would be filmed and broadcasted in Campus TV to boost students' sense of achievement next year. Besides, students who have served at school or in the community would complete a self-reflection worksheet afterwards. Therefore, they could express their sense of commitment and hopefully spread the positive ideas among schoolmates.
- The Discipline and Counselling Team and the ECA Team would encourage P.1-P.6 students to participate at least one community service next year. DC Team would continue "Everyone has a duty Scheme" at school. "Monthly Service-in-class award", newsletter and "I Appreciate...." board would be used as a means to promote the leadership programme and to train up students' leadership skills.
- School would continue carry out different award schemes and encourage all P.1-P.6 students to serve at school and in the community.

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

Achievements

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

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

- A mentoring system in which each new teacher is paired up with an experienced teacher
- Throughout the whole academic year mentors have provided continuous support to mentees. Mentors and mentees have met after staff meetings to talk about different work-related issues. It could be seen that most new teachers were able to carry out their teaching duties properly. They have consulted their mentors when they had problems. During the class suspension period in the second term, mentors and mentees have continued to have professional exchange over the phone or via Zoom to answer mentees' concerns on work-related issues. According to the result of the teacher questionnaire, over 90% of new teachers (with 0 to 5 years of experience) agreed that the mentorship program has enhanced their pedagogies and teaching strategies. Over 90% of them agreed that the induction program has fostered personal development. In the teacher interview new teachers said that their mentors have provided them with a lot of valuable comments and rendered support in solving different problems encountered.

- Administrative arrangements to facilitate frequent interactions among teachers

New teachers have had abundant opportunities to interact with different teachers in different occasions. New class teachers were arranged to sit near to other experienced class teachers so that they could ask questions easily and be reminded of important class teacher work. Senior teachers have been arranged to sit in different staff rooms to interact with new teachers as well. According to the observation of the senior teachers, new teachers have fit in quite well and were willing to talk to different teachers. During class suspension, vice principal Ms Lok has set a schedule for teachers to conduct co-planning meetings and subject meetings via Zoom according to the schedule set. This enabled new teachers to maintain interaction with other teachers even they were working from home.

- Both formal and informal sharing programs

New teachers have had a lot of opportunities to learn from the sharing of other teachers in different occasions. Co-planning meetings have enabled new teachers to understand 'Better Teaching and Learning Scheme 2.0' and 'TIPS' quickly. On top of that, panel heads have invited different colleagues to share their experience in designing lessons with the use of 'TIPS'. The sharing on external workshops in staff meetings has also helped new teachers to obtain useful information on different work-related topics.

For informal sharing, teachers have conducted sharing and discussion in House Learning Circles and lunch meeting with their mentors. Having talked to a few new teachers, most of them have had a basic understanding of the school culture and the characteristics of NCS students. Many of them have learnt how to teach NCS students efficiently.

According to the result of the teacher interview, most new teachers found the information shared by the other teachers very practical and useful in helping them carrying out their daily duties.

- An element of self-reflection
New teachers were engaged in constant self-reflection on different levels. Vice principal Ms Lok has conducted a workshop with the new teachers to help them how self-evaluation could be done on different levels on a daily basis. Having talked to the new teachers, they have had reflected on pedagogies and their daily duties regularly. Teachers have evaluated teaching and learning effectiveness based on the assessment and examination result. All mentors have completed a work performance evaluation form for their mentees in January and give them constructive feedback. Mentees had completed a detailed self-reflection based on mentors' feedback.
 - Skill-enriching programs for new teachers to learn new teaching skills that cater for our major concerns
22 workshops have been organized by different teams and subjects to help new teachers who have joined the school this year to understand the work of different domains. New teachers have participated in in-house workshops throughout the year to learn about their daily teaching duties and non-teaching duties. Based on report of subject panel heads, most teachers were able to follow the information they have obtained in the workshops and carry out their daily duties. According to the result of the teacher questionnaire, new teachers found the subject workshops very effective as they were very practical and rich in content.
2. A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.
- In order to foster a culture of mutual understanding and cooperation by boosting teachers' morale and team spirit, the school used following strategies:
- Use teachers' development days, inter-house competitions and Secret Angel Program to enhance team spirit (among teachers)
Team spirit has been enhanced with teachers being put in 4 houses. House captains have organized house meetings to familiarize house members with one another. Teachers reported that they have received warm words of encouragement and thoughtful presents from their angel in the Secret Angel Program. Each house has sent representatives to join the teacher-student relay in Sports Day. Due to prolonged class suspension, many scheduled activities related to this target have been cancelled.
 - Teachers of different houses produce Campus TV programs and organize celebrating activities of different festivals for students and other teachers e.g. Holi, Dashain, Eid and Dinagyang Festival (between teachers and students).
Yellow House teachers have organized celebration activities for the Nepalese festival Dashain and Indian festival Diwali. As evaluated, a lot of new teachers have helped organizing the celebration activities. They have had a deeper understanding on the festive occasions in different cultures. They enjoyed the celebration activities with students and other teachers. A Campus TV program was produced to deepen students' and teachers' understanding on the festival. Due to class suspension, the festival celebration activities scheduled in February, March and June were cancelled.

Reflections

1. New teachers recognize the shared vision and school culture and are able to adopt the appropriate pedagogies and strategies in response to the major concerns. (Definition of new teacher: 0-5 year experience in our school)
 - The target was partly achieved. According to the result of the teacher questionnaire, over 90% of new teachers agreed that the induction program has effectively fostered personal professional development as teachers. 75% of new teachers strongly agreed that the induction program has helped them understand the required pedagogies and teaching strategies. All team members agreed that new teachers this year should attend the new teacher workshops again in the coming year with the new teachers joining next year.
2. A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.
 - The target was partly achieved. Only 1 celebration activity was organized this year due to class

suspension. Due to class suspension, the festival celebration activities scheduled in February, March and June were cancelled.

Feedback and follow-up actions:

1. *New teachers recognize the shared vision and school culture and are able to adopt the appropriate pedagogies and strategies in response to the major concerns. (Definition of new teacher: 0-5 year experience in our school)*
 - We believed that the program was sufficient and efficient. However, the prolonged class suspension has reduced face-to-face teaching time of new teachers, thus affected their understanding of school policies and pedagogical requirements. New teachers this year should attend the new teacher workshops again in the coming year with the new teachers joining next year. Team leaders and subject panel heads should re-run the workshops to help teachers know more about their teaching and non-teaching duties. There is a need to further discuss the appropriate pedagogies and strategies used in classroom as suggested by the ESR report. Attention should be given to the design of the learning activities in lessons, such as the teaching pace and the levels of difficulty of the learning tasks. More thought-provoking tasks and questions could be provided to stimulate students' thinking and deepen their learning. More attention needs to be given to catering for learner diversity in class. As there will be more new teachers joining us next year, it was suggested that the school should carry on the program and continue to assist the new teachers, especially in the area of teaching strategies and areas that are mentioned in the ESR report.
2. *A culture of mutual understanding and cooperation among teachers and between teachers and students is established at the school.*
 - The majority of our students are Indians, Nepalese, Pakistanis and Filipinos. Due to class suspension, only 1 festival celebration activity was organized. It was suggested to carry on the celebration activities to tighten the bonding among teachers and students in the coming year. New teachers should be encouraged to join the activities to learn from the unique cultures of our students.

G. Our Learning and Teaching

Four Main Tasks

Reading to Learn

- The school has been keen on nurturing students' interest and habits in reading, thus the Library Team has continued to implement a series of diversified reading activities such as Morning Reading Sessions, Monthly Book Report, Happy Reading, etc. The school still arranged students a variety of reading activities at home to nurture their reading habits, despite the disruption caused by the epidemic. However, there is room for improvement in terms of encouraging them to take the initiative to read. Therefore, the Library team will continue to work with other subjects to provide more reading opportunities for students.
- The Library Team has been collaborating closely with other Key Learning Areas to promote 'reading across the curriculum' among students. The school has held a variety of festive activities to enhance our students' knowledge of the Chinese culture and promote a harmonious atmosphere, with the help of learning materials designed by the relevant subjects. According to the subjects' minutes and observations made during the activities, students were able to hone their reading skills through interdisciplinary activities.
- The Chinese and English panels have been consistently implementing a diversified program to enhance our students' reading skills. For Chinese, our school has continued to collaborate with Kiangsu Chekiang College, International Section to launch the "Chinese Companion Reading Scheme" in the first term, to encourage students to read more Chinese books by having a group of NCS big brothers and sisters to teach our P.1 NCS students. Based on teachers' observation, students have shown great interest in reading Chinese books, as they became more willing to speak Chinese and to read Chinese books actively. Moreover, our Chinese teachers have joined the EDB School-based Professional Supporting Program, cooperating with the NCS Supporting Department of PolyU. The members of the supporting team assisted the school in refining the Chinese school-based curriculum for P.1 students, in order to help cultivate our school's teaching and learning. Because of the epidemic, the supporting

team was only able to use Zoom to collaborate with our teachers and discuss the direction of development for our teaching materials. As we were unable to observe the effectiveness of this scheme through lesson observations, the plan will be delayed by one year.

- PLPRW has provided intensive reading opportunities and writing practices for P.1 to P.3 students. “READING ASSESSMENT KIT” was used to evaluate students’ reading levels. Having obtained students’ individual reading levels, teachers could then prepare suitable books and classroom activities for learning diversity.

Project Learning

- The General Studies panel has designed the project learning activity booklets for P.2 to P.3 students in order to strengthen students’ study skills including data collection and analysis. Due to class suspension, the excursions and other learning activities were cancelled. The project learning activities would be conducted in the next academic year.
- In the light of ensuring a proper physical distance among students, the interdisciplinary activity was cancelled to avoid group discussion activities. Subject teachers taught the important concepts related in lessons after class resumption. We would conduct the activity to promote healthy lifestyles and provide students with diversified learning experiences in the next academic year.

Moral and Civil Education

- Integrated online lessons (Moral Education and PE) were conducted during the school suspension in order to ensure a balanced physical and mental development.
- Our Moral and Civil Education curriculum is entirely designed by our teachers to cater for non-Chinese students and was adapted to nurture the seven priority values and attitudes, “perseverance”, “respect for others”, “respect for others”, “Integrity”, “responsibility”, “national identity” and “commitment” as the direction for promoting Moral and Civil Education. In order to raise students’ awareness in these aspects, the school has implemented a school-based curriculum and made use of school-based booklets. Interactive teaching aids, e.g. comics, discussions, games, songs and videos were also used during the lessons. To maximize the learning effect, our school has been actively cooperating with external organizations to provide assemblies and visits for students. In response to the rapid societal changes and the developmental needs of students, contents of Life Education were added to our P.6 curriculum this year.
- Fifty-two P.4 to P.6 students participated in the Understanding Adolescent Project this year. Students attended different workshops. P.4 UAP students joined a day camp and P.6 UAP students contributed themselves in doing volunteer work. From the students’ performance, they engaged in the events and have developed the good interpersonal and communication skills. Their improvement and growth were significant after joining the Understanding Adolescent Project.

The Use of Information Technology

- In view of the COVID-19 epidemic, classes of all schools in Hong Kong have been suspended since the end of January this year. Online teaching was held in place of normal lessons during the suspension period. The school has arranged real-time online lessons, as well as self-learning materials for P.1 to P.6 students. About 55 online lessons have been held for senior students, while around 40 lessons have been held for junior students as of early June. Based on their learning performance, around 85% of our students have attended the real-time online lessons. Most of them participated in lesson activities, answered questions actively and the problems they faced in their assignments were solved in these online sessions as well, thus achieving the goal of ‘suspending classes without suspending learning’. However, online lessons were still not enough to reflect the effectiveness of using e-Learning in lessons. Therefore, the school will continue to implement e-Learning in the coming year, and assess its effectiveness as a whole.
- Meanwhile, the school has been continuously refining the “ePokok Scheme”, in order to enhance the effectiveness of classroom teaching and facilitate smooth interactions between students and teachers. The usage of the e-learning teaching materials has been included to stimulate students’ interest in learning, such as the continuous development of our Chinese E-learning Scheme for P.1 to P.6 students.

They were able to utilize the e-platform effectively in learning Chinese during the class suspension period. Based on their performance in assignments, the students have made a significant improvement in their Chinese character strokes with the help of the scheme. It was also able to stimulate their learning interest for the language. Therefore, the scheme will be carried on next year.

- Moreover, the interactive platform “iLesson” has been integrated into the P.1 – P.6 English syllabus. Its contents corresponded with the language targets students had learnt in their textbook. Students could enjoy different exciting games that required them to use the language items learnt in lessons, while teachers could also get instant feedback on students’ individual performance and share the information in their classes at the same time. In addition, Mathematics and General Studies teachers have designed a number of e-learning tasks to check students’ understanding of the subject. As there are quite a few new teachers next year, the school will regularly hold seminars to reinforce their e-teaching skills, as well as to cater for their teaching needs.

Effectiveness of teaching and learning

To cater for the learning diversity

School based curriculum

- All subjects have been refining their respective school-based curriculum continuously. For example, the Chinese panel has been developing the P.1-2 iPen Chinese textbooks, to develop students’ self-learning skills, as well as to provide a well-rounded support for their parents. Meanwhile, a series of curriculum materials, such as Workbook, My Learning Journey, Penmanship, Dictation and Bank Books were distributed to the students, in order to help them to learn Chinese. A QR Code has also been added in all chapters to provide an intensive support to their learning needs. All of these elements contributed to a comprehensive curriculum, which our students were able to learn Chinese effectively and diversely.
- In English we continued to make use of Task Based Learning to develop students’ reading, writing, listening and speaking abilities. “PLPRW” was also used in KS1 to strengthen students’ reading and writing proficiency. EEGS booklets were used to reinforce students’ reading and writing abilities.
- In order to raise students’ learning motivation and cater for learners’ diversity, Mathematics made use of “Math Made Easy” to link learning content with interesting themes. General Studies had also designed school-based “My Learning Booklets” to encourage students to follow the current news and self-learning. This led to them having a higher understanding on social issues and the willingness to learn by themselves at home.
- In Moral Education, we have designed a school-based curriculum, which integrated the seven priority values and attitudes with five categories including “Personal”, “Family”, “School”, “Social” and “Community and Nationality”. Students had learnt moral values by using series comic stories, and it is hoped that students could broaden their horizons and establish good moral values through discussion and other interactive activities.

Self-learning skills in students

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

- To stimulate students’ learning interest, teachers were required to refine the graded preview activities regularly through collaborative lesson planning, in order to cater for learning diversity. The students, instead of being affected by the class suspension, were able to complete their self-learning materials with the guidance from the teachers in online lessons. Based on the data generated from the design of self-learning materials and co-planning meetings, more than 85% of our teachers were still able to design interesting graded preview activities during the school suspension in the second term, thus motivating students to engage in self-learning. Students also participated in online lessons actively, and as a result we were able to cultivate a happy learning environment.
- This year, the school has integrated school-based self-learning strategies into P.3, in hopes to improve the said students’ abilities to engage in self-learning. With the experience from last year, most of the teachers were able to design appropriate teaching materials to counter the learning difficulties of students. Based on the academic performance of students in the first term, about 40% of the students were able to use graphic organizers or self-learning strategies to solve their learning difficulties, and

enhanced their performance in learning. Due to the outbreak of COVID 19 in the second term, the curriculum and the related activities were greatly affected. In order to reduce the pressure of learning among students, the second term assessment and examination for P.1-4 and P.6 were cancelled. On top of that, it was found that P.3-4 students needed more time to get used to using graphic organizers to solve problems as they have just learnt about its usage this year. So, in order to examine whether the P.3-6 students are able to use graphic organizers effectively to solve their learning problems, it was suggested to continue to carry out the scheme next year.

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

Teaching Policy

- Promote “Happy to learn, Ready to learn” in lessons

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

Moreover, according to the results of the lesson observations, co-planning records and the minutes of subject meetings conducted in the first term, around 50% of the teachers in our school has been observed in their lessons, and 85% of them were able to implement the scheme and conduct ‘TIPS’ in lessons. The general performance in ‘I’ was particularly good, as our teachers were able to design the appropriate interactive teaching materials in order to provide specific follow-up measures on students’ learning progress. However, since online teaching was held in place of normal lessons during the suspension period, the curriculum and its related activities were greatly affected. Teachers were unable to implement TIPS practically in lessons and the learning efficiency of students in various self-learning activities could not be examined as a whole. The school has also cancelled lesson observations, the second term assessment and examination in order to reduce the pressure of learning among students. Therefore, the school will continue to refine TIPS in the coming year, especially on ‘T’, ‘P’ and ‘S’, to give teachers more time to examine and evaluate their teaching effectiveness, as well as to make plans and prepare for the next academic year.

- Cooperative learning

The school has been optimizing cooperative learning practices in order to develop students’ generic skills. Students were trained to finish tasks cooperatively and do presentations. The school will continue to refine cooperative learning to cater for learner diversity efficiently.

- Questioning techniques

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

- Chinese tiered teaching

In order to cater for the Chinese learning abilities of NCS students, P.1-5 students was separated into different classes and P.6 students were divided into three groups in accordance to their understanding in Chinese. Teachers were advised to use different teaching strategies and materials to arouse the NCS students’ interest in learning Chinese, by helping them to learn confidently and comfortably. Based on

the performance in their assignments, it could be said that some of the students' was able to nurture their interest and confidence in learning Chinese to a great extent.

To further develop the nine generic skills

- **STEM Activities**

School had provided STEM education to students of all levels. The STEM activities were conducted to encourage students to construct knowledge of STEM-related disciplines as well as equip students with problem-solving and computational thinking skills. The STEM activities involved daily life problem solving and hand-on experiences of coding. As lessons were affected by school suspension, students were unable to complete all the process of testing and modifying their designs. STEM activities would be provided in the next academic year to develop students' interest towards science and technology.

To enhance students' Chinese listening and speaking abilities

- **Refine "Chinese Enhancement Policy"**

The ESR report pointed out that the school could strengthen peer-to-peer sharing as a language learning strategy to enhance the language learning environment. Therefore, the Chinese panel has collaborated with the Discipline and Counselling team this year by encouraging prefects to use Chinese as a medium of communication when they were on duty. However, the scheme was only implemented for half a year due to the epidemic. Therefore, we will continue to hold the scheme in the coming year, in hopes to strengthen our students' listening and speaking abilities in the language through intensive training.

Life-Wide Learning

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

- Our school has joined the '2019/20 sister school scheme', matching up with Shantou Jinyang Elementary School to nurture the professional development of both schools, through exchange and collaboration. Our teachers and students visited Shantou Jinyang Elementary School during 18/12 to 21/12 to participate in different cultural exchange and lesson activities. The exchange programme has helped to deepen the understanding between both schools, and to achieve mutual advancement in education. We hope that we can join the scheme again in the future.
- Moreover, the school has organized a variety of cultural activities, such as the Chinese New Year carnival and the Buddha's Birthday Carnival, to provide more opportunities for students to deepen their understanding about the traditional Chinese culture, as well as to enhance their ability to utilize Chinese in daily communications.
- Our Community Youth Club members have joined a lot of volunteering activities this year such as planting 127 pots of flowers and raising \$3810 in total, designing posters about promoting peace and cleaning the Wan Chai Sports Ground after sports day and raising \$5128.20 for the Community Chest. From these events, students have learnt to show love and care for people in need. As a result, our school won the Active Participation Team Award, 10 members won elementary awards, 29 members won Level 1 awards, 14 members won Level 2 awards and 1 member won outstanding member award.
- LEAP programmes were arranged for P.1 to P.2 students in order to arouse students' awareness of healthy living and help them acquire various life skills. Besides, P.4 students visited Sky100 Hong Kong Observation Deck to develop a better understanding on the development of Hong Kong.

Diversified modes of Assessment

Assessment for learning (Formative assessment)

- P.1 to P.4 students included dictation scores in their first term assessment and examination results. Teachers kept track of students' performances in writing, speaking and listening. Due to the Covid-19 outbreak in the second term, the teaching schedule was very tight so teachers could only focus on

teaching and thus had no time to arrange for the dictations for the students.

- In General Studies, we further developed our formative assessment program. This was a life skills course (P.1-P.2) accounting for 10% in the first term assessment mark. Teacher also kept track of students' learning progress by lesson observations and homework marking. These could also help teachers modify the design of lessons and identify students' directions of improvement. Because of the Covid-19 outbreak in the second term, the interdisciplinary activity was cancelled.
- Using ePortfolios to reflect students' learning progress
In order to further progress into e-learning, our school implemented the ePortfolio scheme. This allowed our students and their parents to access into our e-platform and check on their academic progress in accordance to their own needs, thus improving their learning quality. All major subject teachers filled in the Student Learning ePortfolio in the first term to give a brief evaluation of students' learning performances as well as provide suggestions on how to improve. Due to the Covid-19 pandemic, the teaching schedule was very tight so teachers only had time to focus on teaching. Therefore, the ePortfolio scheme in the second term was cancelled.
- Quality Assignment Scheme
In order to raise learning effectiveness, teachers were required to include self-assessments, peer assessments and parent assessments in the design of quality assignments. Parents and teachers were able to understand more about students' learning progress and suggest appropriate follow-up actions.
- P.4-P.6 My Learning Plan
This year in P.4 to P.6's Chinese, English and Mathematics, subject teachers continued to attach 'My Learning Plan' in the school-based booklets, were expected to complete individual learning plans with students and suggested ways to improve at the beginning of each term. Judging from observations and students' performances, students were able to acquire the necessary learning skills to help them overcome their learning weaknesses. Due to the covid-19 outbreak in January, both P.1-P.4 and P.6 second term assessments and examinations were cancelled. However, for students and teachers to better understand the learning progress of students, they were changed to the assessment and examination exercises. Teachers marked the exercise papers and distributed them to the students so they could share their results with their parents to continue to follow-up on the learning progress of their child.
- Teaching Policy
Teachers are required to designate learning goals with students when they begin a lesson, and then evaluate whether the learning outcomes have been achieved or not. Some students with higher abilities were able to reflect on their learning progress without assistance from teachers and they would even share a variety of constructive comments with their classmates. This shows that our teaching policies are effective in helping students to develop self-evaluation skills and nurture good self-reflection habits.
- Module Assessment
P.3-6 students have been using the module assessment tool in Chinese and Mathematics again this year. For each assessment, teachers would guide students to do the module assessment and self-evaluation. Students were then tasked to reflect on their own learning progress and set suitable learning goals. These goals would then be evaluated on a regular basis. As reflected in observations and students' learning outcomes, this was a good way to develop students' self-evaluation skills and tackle their learning difficulties.

H. Support for Student Development

Implementation of Integrated Education - Whole School Approach

- Under the leadership of our school principal, the school established a school integration policy which involved the participation of all four domains. Besides, through the coordination of Student Support Team (SST), we had adopted different intervention strategies and activities to create an inclusive environment and successfully mobilize school personnel to support students with special educational needs (SEN).
- For the domain of Management and Organisation, it scheduled regular meetings of SST to discuss and evaluate about the intervention programmes and activities held for students with SEN. Besides, it arranged a series of workshops (focus in SEN and NCS) for new teaching staff before the start of the academic year in order to provide them with thorough understanding of our students and concerns. Moreover, workshops for all teaching staff and non-teaching staff were given to all school staff for the understanding of our students and concerns. A 'Geese programme' was also introduced to promote teachers' professional development in the field of supporting students with SEN. One teacher had attended the basic course of the specific educational needs on integrated education and one teacher had attended the thematic course which was focused in the behavioural, emotional and social development needs this year. In addition, one teacher had attended the elementary course of professional development programme for Mental Health and one teacher had attended the training of SENCO. One SENST was employed. Her duty was to mainly focus in the field of SEN and to work closely with the SENCO. Due to the outbreak of the COVID-19, the courses which were original schedule in the second term were cancelled. The courses would be re-scheduled in the year of 2020-2021. A registration of students with SEN was kept and provided for all teaching staff and regular reports were announced during staff meetings in order to let school personnel had the most updated information of the SEN students.
- For Learning and Teaching, different teaching and learning strategies were adopted to cater for the needs of all students. Teachers were suggested to carry out collaborative teaching, co-operative learning and 'better teaching and learning scheme 2.0' in class. Different questioning techniques and independent learning 'Bank Book' were used to train students' study skills and habit in order to cater for different learning styles. Based on the needs of students, Individualized Education Plans were drawn up. Curriculum was adapted according to the ability of students and a variety of assessment methods were employed for students to demonstrate their ability. 'Learning circle' was implemented to provide extra support in learning and promoting happy learning environment to the students.
- For Students Support and School Ethos, it organized different peer support programmes like 'Big-Brother-Big-Sister' scheme and paired-reading scheme, to facilitate learning, social integration of students and cultivate a caring school culture. With the help school-based educational psychologist, student ambassadors and peer tutors were trained up to help students with SEN. Moreover, parents were invited to participate in the Individualized Education Planning (IEP) Committee to establish and review the learning goals and progress of the students in Tier-3. Through the activities of the Parent Teacher Association, acceptance of the students with special educational needs by other parents was enhanced. PTA had successfully implemented the 'Outstanding Po Kok Parents Award Scheme' to award parents who participated actively in the school activities. However, due to the outbreak of COVID-19, most of the activities had been cancelled in the second term. Therefore, we would carry on the Award Scheme to the year of 2020-2021. Moreover, according to students' different learning needs, autism training group, dyslexia training group, speech therapy training, arts training, drama training and attentiveness interest were arranged. Students who were low academic achiever had been selected to join the after-school remedial classes. The classes mainly focused in the subjects of Chinese and Mathematics for P.5 and P.6 students. The classes were in a small class teaching mode and focused in the building up the foundation of the subject knowledge and homework guidance. Most of the students benefitted from the classes and had shown slight improvement in the subjects according to the evaluation from the assessment and examination results. For identifying the SEN of new students,

teachers were reminded to observe new students for the signs of learning difficulties and the team member of the third domain processed the early identification and intervention programmes to provide support to the targeted students.

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

I. Student Performance

Attitudes and affection

- Due to the outbreak of COVID 19 in the second term, the school was unable to finish the Assessment Program for Affective & Social Outcomes (APASO). As a result, the attitude and affection of student performance were unable to be evaluated as a whole. Therefore, it was suggested to continue to evaluate these aspects next year.

Participation and achievements

- Throughout the year, our students have actively participated in different public competitions in the community, such as the Speech Festival and Inter-school Basketball Competition. 43 students have participated in competition or won awards.
- In academics field, our students have various outstanding achievements. Our students have proudly got 42 awards in this year's Speech Festival, which included, three individual 2nd Runner-up, 33 Certificates of Merit and 6 Certificates of Proficiency.
- In recognition of our students' academic results, 4 students have got scholarship in the Harmony Scholarship (2019-2020) and 4 students have got Wan Chai District Best Student Award Scheme 2019-2020. As recognition of students' participation in community services, students have been awarded the Best Community Youth Club Member Certificate 2019-2020, the Primary Level and Intermediate Badge Certificate of Community Youth Club 2019-2020 and the Social Welfare Department Volunteer Service 2019-2020.
- In the sports field, students have also got outstanding achievements. Awards won by students included the A.S. Watson Group Hong Kong Student Sports Award 2019-2020.

J. Evaluation of Comprehensive Student Guidance Service Year Plan

Period : 09/2019 – 07/2020
 Name of School : Po Kok Primary School
 Student Population : 431
 Name of Agency : Hong Kong Playground Association
 Name of Worker : WU MAN YI Echo

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

Types of Case	Number
a. No. of active cases brought forward from last school year	14
b. No. of new cases opened during the period	3
c. No. of new re-activated cases during the period	0
Total cases (a + b + c)	17
d. No. of cases closed during the period	3
e. No. of cases carried forward to next school year (a + b + c - d)	14

2. Distribution of Cases by Class

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

3. Sources of referrals

Sources of referrals	Number
School Principal/Vice-Principal	0
Teachers of Discipline and Counselling Team / Teachers	3
Parents / guardian of students	2
School social worker	12
Total:	17

4. Cases nature

Cases natures	Number
Learning Problems (e.g. unmotivated towards learning, inadequate study skills...)	2
Conduct Problems (e.g. act of dishonesty, habitual lateness, disruptive behavior in school...)	4
Family / Environmental Problems (e.g. inadequate /inappropriate parental guidance and supervision, problems in family relationship...)	2
Emotional / Psychological Problems (e.g. mood complaints, self-destructive behavior, anxiety problems...)	4
Health / Physical Problems (e.g. poor health or frequent illness, physical impairment ...)	0
Social / Developmental Problems (e.g. inadequate social skills in relating with others, sex related issues...)	5
Total:	17

5. Case activities (Till 31/08/2020)

Nature	Number
1. Case Interview	221
2. Visit	0
3. Escort	0
4. Phone Contact with Client	31
5. Letter/Referral/Report	4
6. Group/Programme Session(s) for Clients	54
7. Intra-school Contact	103
8. Other Collateral Contact	19
9. Case Conference	33
10. Others (Specify): Causal Contact	51
11. Family Contact	182
Total:	698

6. Consultation services (Till 31/08/2020)

(1) No. of consultation cases: 16 cases

(2) Consultation statistics

Source of Consultation	Number
Students	497
Discipline Teacher	42
Other School Staff (e.g. teachers...)	34
Family Members	14
Others (educational psychologist, NGOs...)	34
Total:	621

(II) Personal Growth Education (PGE)

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
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 priority values and attitudes, which are "perseverance", "respect for others", "responsibility",	09/2019-06/2020	/	All students	- Students participated actively in ME lessons. They were motivated to give comments and opinions during interactive activities. - Since the COVID-19 pandemic, lesson observations and school-based students' questionnaire could not be carried out this year. - Social worker would arrange seminars for students about related topics of Moral Education next year. Besides, Social workers could assist with special topics in

	“national identity”, “commitment”, “integrity”, and “care for others”. This can consolidate the learning needs of students. • Moral education lessons or students Seminars were held in every Friday.				certain classes, such as sex education, anti-bullying.
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(III) School-based counselling activities

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1.Po Kok Super STAR Scheme	• The awarding scheme aimed at encouraging students to have excellent performance in academic, discipline, caring and responsibility, enhancing students' self-appreciation and self-concept and helping students build up healthy life habits in different aspects. • Discipline an counselling team invited different subject groups to join in the Po Kok Super Star awarding scheme. Teachers gave stamps to students according to 4 titles, “Smart Pokokese”, “Talented Athlete”, “Active learner”, and “Reputed volunteer”. Students need to exchange teachers' face stickers in each title. When students achieve 4 titles, they can become Po Kok Super STAR.	09/2020-05/2020	/	All students	• Around 60% students have achieved the title of “Active Learner” and “Talented Athlete”, around 70% students have achieved the title of “Reputed Volunteer”. • Because of the Covid-19 pandemic and suspension of school in 2nd term, the Scheme cannot be carried out. In order to have a completed evaluation, we would continue the arrangements next year. • For the evaluation statistic, please refer to evaluation report of Discipline and Counselling Team.
2.Outstanding Students Campaign	• The activity aimed at encouraging students to do their best in different aspects, having good understanding on vote. Teachers and students vote for the	09/2020-05/2020	/	All students	• Because of the Covid-19 pandemic and suspension of school in 2nd, the Scheme cannot be carried out. In

	“Outstanding students” by considering on the criteria of morality. It also helped students to be a better person and promote positive attitudes.				order to have a completed evaluation, we would continue the arrangements next year.
3. Inter-class Competition 3.1 Discipline Competition 3.2 Courtesy Competition 3.3 Attentiveness Competition	- The programme aimed at promoting good sense of responsibility, self-discipline and harmony. Teachers scored the classes according to programme guidelines. - Discipline competition had been held from September to October 2019 and Courtesy Competition was held from November to December 2019. Discipline competition would be held from February to March 2020 and Attentiveness competition would be held from April to May 2020	09/2019-05/2020	/	All students	- Students had tried to behave well, respect and care for others in class. Each class has showed great enthusiasm and worked hard in getting the prize. The winners of Discipline Competition are 1A, 3B and 3C in 1st term and the winners of Courtesy Competition are 5A, 6A and 3B in 1st term. - Because of the Covid-19 pandemic, the competition cannot be carried out in 2nd term and the completed evaluation cannot be done.
4. Understand the Adolescent Project (UAP) P.4 (成長的天空)	- It aimed to enhance students' resilience through all-around supports. - Activities included: 1 orientation, 1 launching, 9 group training sessions, 1 voluntary service, 2 parents' workshop, 1 teachers' workshop, 1 day camp, 1 overnight camp, 1 parent-child activity day and 1 parent-teacher sharing and closing ceremony.	09/2019-06/2020	11	18 students (Nominated P.4 students)	- P.4 UAP was coordinated by Hong Kong Playground Association. All the expense was provided by Po Kok Primary School. - Because of the Covid-19 pandemic, P.4 UAP only conducted 1 orientation, 1 launching, 9 group

					training sessions, the rest of the activities will be conducted in P.5 • Students were enthusiastic to join the activities held. According to the results of the students' questionnaires, 100% students agreed they learned how to cooperate well with others and respect to others. Besides, 100% parents agreed that the program was useful to their children. For the evaluation statistic, please refer to the evaluation report of UAP P.4.
5. Understand the Adolescent Project (UAP) P.5 (成長的天空)	• It aimed to enhance students' resilience through all-around supports. • Activities included: 1 reunion, 9 group training sessions, 1 voluntary service, 1 day camp and 1 golden interview, 1 parent-teacher sharing and closing ceremony.	09/2019-06/2020	11	17 students (Nominated P.5 students)	• P.5 UAP was coordinated by Hong Kong Playground Association. All the expense was provided by Po Kok Primary School. • Because of the Covid-19 pandemic, P.4 UAP only conducted 1 reunion, 9 group training sessions, the rest of the activities will be conducted in P.6. • According to the results of the students' questionnaires, 100% students

					and parents agreed that "UAP" is useful for their / their child's development. For the evaluation statistic, please refer to the evaluation report of UAP P.5.
6. Understand the Adolescent Project (UAP) P.6 (成長的天空)	- It aimed to enhance students' resilience through all-around supports. - Activities included: 1 reunion, 9 group training sessions, 1 voluntary service, 1 day camp and 1 golden interview, 1 parent-teacher sharing and closing ceremony.	09/2019-06/2020	6	17 students (Nominated P.5 students)	- P.6 UAP was coordinated by Hong Kong Playground Association. All the expense was provided by Po Kok Primary School. - As school suspended in 2nd term, the group training sessions and golden interview were conducted via Zoom. And 1 voluntary service was conducted after school resumption. - According to the results of the students' questionnaires, 100% students and parents agreed that "UAP" is useful for them / their child's development. For the evaluation statistic, please refer to the evaluation report of UAP P.6.
7. Prefect Training Camp	The activity aimed at strengthening the prefects' potential, communication and problem-solving abilities. It also assisted	04/10/2019	2	P.4-P.6 Prefects	- The training camp was coordinated by Hong Kong Playground Association. 40 prefects joined

	prefects in the implementation of duties.				the training day camp and they participated in the activity actively. The prefect training camp has enhanced their commitment and leadership. They have understood their roles. The programs also helped them carry out duties and solve problems encountered. • According to the results of evaluation, 100% of the prefect agreed that the training camp enhanced their communication skills and 97% of prefect agreed that it enhanced their commitment, skills and knowledge to become a leader. • For the evaluation statistic, please refer to the result of questionnaires of Prefect Camp.
8. P.1 Ice-breaking and self-management activity	• The activity aimed at assisting P.1 students to acquire self-management skills and proper ways to get along well with other people in order to have good adjustment in the school.	03/09 – 06/09/2019	9	P.1A P.1B P.1C	• The activity was provided by school social worker • Students enjoyed the given tasks very much. Most of the students could follow the instructions with clear guidance. • According to the results of evaluation and

					observations of social worker, over 98% of students could recognize textbooks, subject teachers and the skills of self-care. • For the evaluation statistic, please refer to the result of questionnaires of the program.
9. Big Brothers Big Sisters Scheme	• A systematic training was given to selected senior students by Social Worker. Students had a record book to record the training sessions and service hours. They helped the junior students during recess and lunch. • There were two teams in the scheme. • Team A: 25 senior students helped P.1 students during every lunch time. • Team B: 23 senior SEN students accompanied junior SEN students to have recess activities every day in activity room 2.	09/2019-05/2020	Every lunch time and recess	Senior students: P.4-P.6 Junior students: P.1-P.3	• Students participated in BBBS Scheme actively. They showed highly sense of responsibility and commitment to their duties. Their problem solving skills have been enhanced through BBBS scheme. • According to the results of evaluation, 98% senior students agreed that the scheme enhanced their communication skills and leadership skills. • According to the results of evaluation, 100% of junior students like their big brothers and big sisters and recognized the efforts which the big brothers and big sisters did for them. • For the evaluation statistic, please refer to the result of questionnaires

					of the program.
10. Community Participation 10.1 Volunteer Movement 10.2 “Heart to Heart Scheme” 10.3 Smart volunteer -Training -Services: Visit elderly Center and Kindergarten Campus Cleaning	The activity aimed at encouraging students to participate in volunteer services in order to help the people in needs in the society.	09/2019-06/2020	/	All students	- School has participated in “Volunteer Movement” and “Heart to Heart Scheme” this year. - There were over 30000 volunteer service hours in total. 11 students got VM Gold Certificate, 140 students got VM Silver Certificate, 172 students got VM Bronze Certificate and 49 students got 5 years long service medal. - Besides, we got “heart to heart school” certificate and there were more than 350 students got “heart to heart Scheme” award. - Because of the Covid-19 pandemic, all planned volunteer services are suspended. In order to have a completed evaluation, we would continue the arrangements next year.
11. Educational student seminar Life education workshop	- In order to match up with the curriculums of Moral Education and the major concerns of this school year, we have invited different organizations to provide seminars for students. - The seminars aimed at	09/2019-06/2020	/	All students	- Students enjoyed the seminars very much and they expressed that they have learned different knowledge from the seminars. - However, all planned seminars

	helping students to build up healthy life habits in different aspects and promoting positive life values.				and workshops of 2 nd term are cancelled because of school suspension. In order to have a completed evaluation, we would continue the arrangements next year.
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(IV) Programmes for specific targets

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. P.1 class management workshop “I am a smart kid (I)”	The trainings aimed at enhancing students’ self-care ability including teaching students about personal hygiene, the school / classroom rules, packing schoolbag and self-management.	9/2019	4	P.1B 8 students	- The workshop was provided by school social worker. - All participants were nominated by class teachers. - Students can recognize textbooks and pack their school bag after the group training. They also have a clear understanding of classroom rules. - According to the results of evaluation, 100% of students agreed the group training can enhance their self-management skills and satisfied in it. - For the evaluation statistic, please refer to the result of questionnaires of the group.
2. P.1 class management workshop “I am a smart kid	The trainings aimed at enhancing students’ self-care ability including teaching students about personal	09/2019-10/2019	4	P.1A & P.1C 8 students	- The workshop was provided by school social worker. - All participants

(II)”	hygiene, the school / classroom rules, packing schoolbag and self-management.				were nominated by class teachers. • Students can recognize textbooks and pack their school bag after the group training. They also have a clear understanding of classroom rules. • According to the results of evaluation, 100% of students agreed the group training can enhance their self-management skills and satisfied in it. • For the evaluation statistic, refer to the result of questionnaires of the group.
3. Self-enhancement training program “Be a EQ Master”	• The programme aimed at enhancing students’ problem solving skills and emotion control ability. • All participants were nominated by class teachers.	02/2020	4	P.4-P.6 8 students	• It was collaborated with Social Welfare Department (SWD). • Because of the Covid-19 pandemic, the program was cancelled. In order to have a completed evaluation, we would continue the arrangements next year.
4. Attentive training group “YES! I CAN”	• The trainings aimed at helping students to understand more about classroom rules and learn to pay attention in the lessons. All participants were nominated by class teachers.	02/2020-06/2020	12	P.1 (8 students) P.2 (8 students) P.3 (8 students)	• The group training was provided by school social worker. • However the training groups were cancelled because of school

					suspension in 2 nd term. In order to have a completed evaluation, we would continue the arrangements next year.
5. Social skills training programme 「社交訓練小組」	The groups aimed at enhancing the social skills ability for students who were nominated by their class teachers.	02/2020-06/2020	12	P.1 (8 students) P.2 (8 students) P.3 (8 students)	- The group training was provided by school social worker. - The training groups were cancelled because of school suspension in 2nd term. In order to have a completed evaluation, we would continue the arrangements next year.
6. “Art For Fun” Programme (Fine motor training program) (手工藝小組)	- The activity aimed at training students to make good use of little fingers in order to improve their fine motor skills by doing some interesting art work, such as beads-making, frame production...etc. - All participants were nominated by teachers and social worker. - It's planned to have two group for 16 students.	02/2020-06/2020	8	P.1-P.3 (8 students) P.1-P.3 (8 students)	- The activity was collaborated with Social Welfare Department (SWD). All materials and expenses were provided by SWD. - The program was cancelled because of school suspension in 2nd term. In order to have a completed evaluation, we would continue the arrangements next year.
7. DIY Craft Fun Group	The activity aimed at developing students' creativity and encouraging them to express themselves through their products.	02/2020-06/2020	8	P.4-P.6 (8 students)	The activity was collaborated with Social Welfare Department (SWD). All materials and expense were provided by SWD.

					The program was cancelled because of school suspension in 2nd term. In order to have a completed evaluation, we would continue the arrangements next year.
8. Pre S1 Workshop (升中適應工作坊)	There were two workshops for P.6 students. The activity aimed at teaching students the knowledge and skills for adapting to secondary school life. Students learnt the secondary school system, study style, the way to have good inter-personal relationship, learning attitude...etc. through different games and discussion.	06/2020	4	P.6	- The workshop was provided by school social worker. - The program was cancelled because of school suspension in 2nd term.
9. Multi-intelligence group	- It held on every Tuesday and Friday in ECA period. It targeted SEN students on Tuesdays and Fridays. - It aimed at developing students' potential of multiple intelligences. Students learned through different kinds of activities, games and crafts related to eight kinds of intelligence.	09/2019-05/2020	Every Tue and Fri	P.1-P.6	- The group was provided by school social worker. - Students participated actively; they enjoyed joining the group activities. - The group was suspended because of school suspension in 2nd term. In order to have a completed evaluation, we would continue the arrangements next year.
10. Health Ambassador Program	The group was collaborated with United Christian Nethersole Community Health	02/2020	4	P.5-P.6 (30 students)	The program was cancelled because of school suspension in 2nd

	Service Medical Centre, 30 students were selected to join the training program.				term.
11. Big Brothers and Big sisters Day Camp	It aimed at strengthening the big brothers and big sisters' communication and problem-solving abilities to become a leader. It also assisted them in the implementation of duties.	06/01/2020 07/01/2020	4	P.4-P.6 big brothers and big sisters	- There are two day camp programmes for two teams of big brothers and big sisters. - The training camp was coordinated by Hong Kong Playground Association. 39 students joined the two training day camps and they participated in the activity actively. The training camp enhanced their commitment and leadership. They understood their roles. The programs also helped them carry out duties and solve problems encountered. - According to the results of evaluation, 95% of the students agreed that the training camp enhanced their communication skills and over 90% agreed that it enhanced their commitment, skills and knowledge to become a leader.

(V) Student support activity

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. P.6 Graduation Camp	The activity aimed at enhancing the students' teamwork spirit and the ability of problem solving. It also Helped them to understand more about secondary school.	01/04/2020-03/04/2020	9	P.6	Because of the Covid-19 pandemic and suspension of school in 2nd term, the Scheme cannot be carried out.
2. CYC activities 2.1 Fundraising 2.2 Volunteer Training Group 2.3 Community Services	- The aim of the CYC was to work for a better Hong Kong. - Students will participate in a variety of voluntary activities to help people in needed.	09/2019-06/2020	12	P.3-6	- A charity fundraising event of flower sale was conducted in 1st term. CYC members planted the flowers for the event, students and parents participated enthusiastically, and all the flowers were sold out. - Because of the Covid-19 pandemic and suspension of school in 2nd term, CYC activities cannot be carried out.
3. JPC activities	- It aimed to foster Police-youth partnership in the fight against crime - It aimed to develop young people's sense of responsibilities towards the society and to instill positive values in them	01/2019-06/2020	/	P.3-P.6	Because of the Covid-19 pandemic and suspension of school in 2nd term, JPC activities cannot be carried out.
4. "Give a Day. Get a Disney Day"	It aimed to encourage students and parents to pay their effort on volunteer service.	2019/2020	/	P.1-P.6	50 tickets were provided by Hong Kong Disneyland. And all tickets were given to the Students who have finished volunteer service for 10 hours.

5. Supporting SEN students in lessons	It aimed at supporting SEN students during their lessons to assist their learning and emotion control.	09/2019-07/2020	/	SEN Students	- Social worker supports SEN students in the classroom 4 to 5 lessons a day and part time social worker supports SEN students during lessons time whole day in order to assisting their study and emotion. - SEN students could stay calm during the lessons and learnt effectively with supporting of social workers.
6. Supporting Program "Art Fun Via Zoom"	- It aimed at supporting students during school suspension. - There were 6 sessions of Zoom meeting during March to April.	03/2020-04/2020	6	P.1-P.3 students	School social worker taught some fun arts or games via Zoom. Besides, Students could share their lives or difficulties during the school suspension.
7. School resumption supporting program "Po Kok 14-Days Challenge"	It aimed at assisting students to have a better adaption after school resumption in June.	06/2020	/	All students.	- School social work designed a booklet to assist students in preparation of school resumption. - Students accepted the 14-days challenge one week before school resumption and followed to do the preparation every day and wrote down their daily routine. - Students participated actively and shared to the

					classmates and teachers when they were back to school.
8. School resumption worksheet "Together We Fight The Virus"	It aimed at prompting the important health advice to fight the virus and understanding the emotion or adaption of students after school resumption in June.				There were over 300 worksheets received from students. Students expressed their feelings, emotions about the COVID-19 pandemic and school resumption. School social work would provide counselling and group service for those students who had negative emotion or failed to adapt the school resumption.

(VI) Activity for Parents and teachers

Services / Programmes	Content / Aim	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
1. Parent and child Art Fun Group	The workshop aimed at providing a family time to parents and children to make the handicraft together and developing their creativity.	05/2020	4	10 family (20 students and parents)	- The workshop was collaborated with Social Welfare Department (SWD). All materials and expenses were provided by SWD. - Because of the Covid-19 pandemic and suspension of school in 2nd term, the workshop was cancelled.
2. Parents' Day Information Provide	The programme aimed at providing different information, including social services, health living and exercises for the parents. The information was very	07/02/2020	/	Parents	School social worker would invite different organizations which provided service for ethnic minorities at parent's day. They exhibited their service and provided

	useful for the parents. This would help to enlarge their network in the community.				consultation at the same time. • Because of the Covid-19 pandemic and suspension of school in 2 nd term, the parents' day was cancelled.
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(VII) Administration Work and others

Services / Programmes	Date / Period	No. of sessions	Targets/ Participants	Achievement / Evaluation
Handle case conference and meeting with NGOs	09/2019-08/2020	/	Parents and staff from NGOs	Social worker mainly assisted in the case conference and meeting with the tutors of Autism Training Programme and Speech therapy.
School meeting	09/2019 - 08/2020	/	Parents and students	To attend different school meetings such as IEP meeting, school guidance team meeting, etc.
Assessment and Examination Invigilation for SEN student	10/2019 - 07/2020	/	SEN students	Social worker did the invigilation for SEN students.
Contact with NGOs	09/2019 - 08/2020	/	Staff of NGOs	To keep close contact and relationship with NGOs so as to network suitable and valuable resources to school.
School functions	09/2019 - 08/2020	/	Parents and students	To help in Picnic Day, Sport day, End of School Ceremony etc.
Board	09/2019 - 08/2020	/	Students	To update the guidance team board regularly.

(VIII) No. of Liaison Contacts with Non-School-based Community Resources (Till 31/08/2020): 32

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

1. Casework service

There were 17 cases (including 14 cases brought forward from last year) handled this school year. The main problem natures of cases include lack of social skills (28%), behavioral problems (24%), emotional problems (24%), learning motivation (12%) and family problems (12%). Cases lack of social skills and behavioral problems mainly are student with special education needs. Social worker needed to spend plenty of time to train up their problem solving skills and self-control. Social worker would accompany them during the lesson time in order to assist them interact with others properly and learn effectively and calmly. Besides, Cases of emotional problems such as self-harm, emotional outbursts are also concerned this year. These Students felt stress from highly expectations of themselves or parents, thus they have thoughts of self-harm, and are often absent due to bellyache etc. Moreover, some students have emotional and behavioral problems at school due to their parents' marital problems, unemployment etc. Therefore individual counseling, group activities, communication with parents and teachers and community supports are the extensive intervention strategies for them.

2. Groups and Activities

In order to tie in with the school counselling goals and the developmental needs of all students, social worker arranged multi groups and activities for all students. All the groups and activities aimed at enhancing students' problem solving skills, communication skills, and positive life attitudes. Due to the social issues, COVID-19 pandemic and school suspension, most of groups and activities were suspended in this school year, some groups and activities are suggested to be carried on next school year.

3. Consultation Services

The main problem natures of consultation include inadequate self-care ability, lack of social skills, lack of learning motivation, behavioral problems, emotional problems and family problems. Among the various problems, behavioral problems and peers conflict were the main concern. So, the cooperation among Discipline and Counselling Team was very important. In the year, team members cooperated with each other very well.

4. Community service collaboration

Social worker was able to maintain close working relationship with different organization of the community. They helped a lot in providing manpower and financial support to the school. During the COVID-19 pandemic, some NGOs provided masks and alcohol sprays to students and parents. Due to the social issues, outbreak of Covid-19 and school suspension, some of the cooperation was suspended in this school year. Social worker will continues to cooperation with them in order to search more community resources for students and their parents.

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

1. Social worker mainly cooperated with Discipline and Counselling Team, Student Support Team and After School Support Team. Entering the eighth year of working in the school, school social workers have established good relationship of mutual trust with school personnel and parents, their supports make my work more smoothly and effectively.
2. Since social issues and COVID-19 pandemic, this was a difficult school year for social worker, teachers and students, many plans needed to be rescheduled or suspended. Besides, there were many consequences appearing such as emotion and adaption problem of students from school resumption, parenting problems during school suspension, unemployment of parents, social worker will reassess the difficulties and needs of parents and students under the epidemic, and try to organize related groups/activities and search the community resources to respond to their needs.

In conclusion, I am very grateful for the cooperation and support of the school, discipline group, activity group, different subject groups and teachers for the group/activities, so that different groups/activities can be implemented smoothly. It is hoped that in the coming year, we can continue to introduce different services/resources to schools to meet the needs of students, parents and schools and promote their growth.

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

1. APASO could not be carried out this year. Self-discipline, respect for others and commitment of students could not be fully evaluated. It is believed that there was room for improvement for students in those areas. Social worker will cooperate with DC team and student support team to provide more activities in order to enhance students' commitment and leadership.

2. Due to the social issue and COVID-19 pandemic, the community voluntary services were suspended this year, the Campus TV programme of spreading the message of voluntary services will carry on next year. Students would be guided to engage in more in-depth reflection in connection with their observation and service experience so as to help them develop positive attitudes.
3. As the social issue, COVID-19 pandemic and other pressures in daily life, we need to pay more attention to emotions and mental health of students, and provide supports to their parents as well.
4. Good partnership with different community organizations could guarantee more valuable resources input to school. In the coming year, close cooperation with other NGOs would be maintained so that programs such as interest groups, training activity etc. could be organized. It helps to develop students' talents, enhance their learning and life experiences.

Prepared by : WU MAN YI, Echo (Name)

School Social Worker (Post)

Contact Tel. No.: 2121-1829

K. Evaluation for Government Funding**1. Evaluation for 'Capacity Enhancement Grant'**

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Organise the administration files in a proper manner and to create teaching aids for teaching NCS students.	To employ 1 full time and 1 part time teaching assistant to assist in the daily routines and help making teaching aids and do varies translation jobs.	9/2019-8/2020	We have employed 1 full time and 1 part time teaching assistant to help the general clerical work. However, they have mainly focused in helping domain three and therefore, their salary were deducted in their funding.	We have employed 1 full time and 1 part time teaching assistant to help the general clerical work. However, they have mainly focused in helping domain three and therefore, their salary were deducted in their funding.	It was suggested to continue employ 1 full time and 1 part time teaching assistant to assist the administrative work in order to create space for teachers.
Relieving teachers' workload for curriculum development	To employ 1 full time janitor to assist in the daily routines, for example cleaning and photocopying.	9/2019-8/2020	A sum of \$194,303.55 was used to cover the salary and MPF of 1 full time janitor from 01/09/2019 to 31/08/2020.	One janitor was employed to assist in the daily routines, for example cleaning and photocopying. According to the teachers' questionnaire, 100% teachers agreed that the janitor had assist in the daily routines and help lessen the workload of the teachers.	It was suggested to continue employing one janitor to assist in the daily routines, for example cleaning and photocopying, in order to create space for all teachers.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Support teachers' teaching with Information Technology.	To purchase consumables, IT equipment and online services.	9/2019-8/2020	A sum of \$492,796.20 was used to purchase consumables, IT equipment and online services from 01/09/2019 -31/08/2020.	IT team has purchased consumables and IT equipment to enhance school IT facility.	It was suggested to continue purchase consumables and IT equipment.

3. Evaluation for 'Information Technology Staffing Support Grant'

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Support teachers' teaching with Information Technology.	Employ 2 TSS to support the IT system and help solve IT problems encountered.	9/2019-8/2020	A sum of \$413,028.00 has used to cover the salary and MPF of 2 TSS from 1/9/2019 to 31/8/2020.	TSS had supported the teachers with the use of IT.	It was suggested to continue employ a TSS to support the teachers with the use of IT.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To expand the number of teaching assistants in order to provide extra support for SEN students.	To employ 3 full time and 1 part-time teaching assistants.	9/2019-8/2020	A sum of \$543,675.55 was used to cover the salary and MPF of 3 full time and 1 part-time teaching assistants from 9/2019-8/2020.	The teaching assistants were helpful at filing work and leading different activities for SEN students.	The teaching assistant should be employed to continue providing support for the students.
To provide extra support for SEN students.	To employ one part-time counsellor.	9/2019-5/2020	A sum of \$99,120.00 will be used to cover the salary and MPF of one teacher from 9/2019 to 2/2020.	The teacher and counsellor will be assessed by the school appraisal system.	The teacher and counsellor had been assessed and were responsible for providing extra support. The teacher should be employed continuously to provide extra support for SEN students.
To provide different training programmes for SEN students to help them learn effectively in normal school.	Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased.	9/2019-8/2020	A sum of \$578,802.13 will be used to purchase different training services and learning aids. (art training \$127,907.37, music training \$63,492.55, attentiveness training \$192,488.56, fine and motor skill training \$102,059.75, speech therapy \$80,000-ESTG, teaching materials \$12,853.90-ESTG)	According to different learning needs, different training programmes were arranged for SEN students. Parents and officers from EDB both showed appreciation about school's arrangement.	Different training programmes should be provided continuously for SEN students to cater for their learning difficulties.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
Enrichment Classes and Remedial Classes (P.5-6 Chinese and Mathematics)	To motivate students to consolidate their academic skills	10/2019-7/2020	A sum of \$17,942.00 was used to purchase the tuition fee and the teaching material.	Over 80% of the participants attended actively during the sessions. They have shown improvement in their language skills and calculation accuracy, etc.	Students have shown different levels of improvement. However, due to the suspension of school and the closure of the Cross-Harbour Tunnel in November, most of the planned sessions were canceled. The programme would be continued in the next academic year.
Cooking Class	To cultivate students' self-confidence and social skill	9/2019-7/2020	A sum of \$2,685.70 was used.	The cooking class offered a fun environment for students to learn different cultures. Over 80% of the student participants had hands-on cooking	The programme would be continued in the next academic year.

				experience and improved their self-management.	
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#Target students: CSSA recipients, SFAS full-grant recipients and under school's discretionary quota

A. Project Effectiveness

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

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

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

- ☒ unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- ☒ difficult to decide on the 10% discretionary quota;
- ☐ target students unwilling to join the programmes;
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☐ the reporting requirements too complicated and time-consuming;
- ☒ Others (Please specify): Classes were cancelled because of the social issue and COVID-19.

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

I. Policy	Our school is committed to developing an inclusive culture through the whole school approach to support students with SEN. The slogan of our school is 'Po Kok Family Racial Harmony'. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to the school life. School treasures home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with SEN. School has cooperation with PTA by implementing the 'Outstanding Po Kok Parents Award Scheme'. School had joined the 'Invitational Education' (IE). School was awarded 'Inviting School Award' and 'Fidelity Award'. The core educational belief of IE sees all persons as able, valuable and responsible. An inspirational environment is necessary for students to full develop their potentials. Schools advocate students to cultivate trusting, respectful and optimistic school ethos, allowing students to study and lean under an exceptionally compassionate and encouraging environment, and nurture their self-regards and help them realise their potentials and talent to the full. Through the concepts of 5Ps – People, Places, Policies, Programs and Processes, school strive to excel the educational quality and reinforce students' self-esteem and self-confidence, and all students to have positive personal development and academic advancement. Each student's potential will be fully realized to facilitate their best.
II. Resources	To facilitate school's support to students with SEN and ALAs, the following additional resources are provided by the Education Bureau: • Capacity Enhancement Grant; • Learning Support Grant; • Whole School Approach to Integrated Education; • Enhanced Speech Therapy Grant.
III. Support measures and allocation of resources	Students with SEN and ALAs are provided with the following support measures: Administrative: • An SST headed by the vice principal is established. The team members include the leader of the SST, the EP, class teachers' representatives of KS1 and KS2, the school social worker and non-class teachers. • Four teaching assistants are employed in the implementation of the whole school approach to catering for student diversity. • A part-time counselor is employed to provide extra support for students who are in Tier-3 and provide individual training. • SENST is responsible for teaching KS1 especially focus in small class teaching and collaborative teaching. • Co- teaching strategies are adopted in the subject of English in KS1. • Self- study lessons are conducted by subject teachers to provide support in completing homework. • Adapted learning materials, homework strategies or assessment accommodation are provided to students. • Cooperation with NGOs, such as St. James Settlement, Social Welfare Department, Hong Kong Playground Association, Baptist Oi Kwan Social Centre, to provide extra support for the students. • All staff workshop is conducted for all the teachers and school staff to foster mutual understanding of the SEN students.

SEN:

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

ALA:

- ALAs are provided with the after school remedial lessons, which include P.5- P.6 Chinese and Mathematics enrichment and remedial classes.
- Students are allocated into three groups in KS2 according to their results in the subject of Chinese.
- Adapted learning materials, homework strategies or assessment accommodation are provided to students.
- Students with ALAs are enhanced through paired reading programme which is supervised under EP.

Parents:

- Parent education, such as parents' seminars, are organized to equip parents with better understanding of children with SEN, and render their support in alignment with the school measures.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To support the learning and personal development of NCS students.	To employ 3 teachers and 1 teaching assistants to assist in organizing activities and support the learning of NCS students.	9/2019-8/2020	A sum of \$1,140,135.00 was used to cover the salary and MPF of 3 teachers from 01/09/2019-31/08/2020.	We had employed 3 teachers to help support the learning and teaching of NCS students.	It was suggested to employ additional manpower for Chinese teaching and we would like to continue employing additional teachers next year.
To develop a tailor-made NCS Chinese curriculum and Chinese 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.	9/2019-8/2020	A sum of \$255,405.76 was used to develop a tailor-made NCS Chinese curriculum, Chinese interdisciplinary curriculum, and buy Chinese teaching materials to support NCS students from 01/09/2019-31/08/2020.	According to the results of the lesson observations, over 90% of students could learn Chinese easily with the help of the book and teaching aids. According to the teachers' observation, their motivation had enhanced.	Tailor-made Chinese curriculum should be provided continuously for NCS students in the coming year.
To stimulate NCS students' interest in Chinese learning.	Buy various IT equipments and E learning platform to enhance the interaction in class so as to enhance students' Chinese learning motivation.	9/2019-8/2020	A sum of \$132,700.00 was used to develop a Chinese E-learning Platform and buy IT equipment from 01/09/2019-31/08/2020.	According to the results of the lesson observations, over 90% of students could learn Chinese effectively through Chinese E-learning Apps. Also, according to the teachers' observation, students' Chinese learning motivation had enhanced.	It was suggested to continue to develop the Chinese E-learning Apps and buy IT equipment for Chinese teaching in the coming year.
To deliver various programs and activities so as to help improve the learning and teaching of NCS students.	Organize different activities for NCS students to support their learning.	9/2019-8/2020	A sum of \$70,203.25 was used to organize traditional Chinese activities. e.g. Chinese New Year & Mid Autumn Festival	According to the results of the lesson observations, over 90% of students could enhance motivation of Chinese learning.	It was suggested to continue to deliver various program and activities to improve the learning and teaching of NCS students.

7. Evaluation for 'Disbursement of Extra Recurrent Grant'

Target	Strategies	Time Scale	Actual expenditure	Achievement	Evaluation
Support teachers' teaching with Information Technology	To procure school WIFI services.	9/2019-8/2020	A sum of \$48,530.00 was used to procure school WIFI services.	IT team has procured a company for providing the school WIFI services for eLearning purposes.	It was suggested to continue purchase the services for smooth eLearning experiences.

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

Target	Strategies	Time Scale	Actual expenditure	Achievement	Evaluation
• Nurturing a good reading culture in schools. • Enabling students to derive pleasure and enjoyment from reading. • Upgrade students' reading 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.	9/2019-8/2020	A sum of \$27,595.55 was used to purchase printed books.	According to the teachers' observation, most of the students liked to read and borrow books from our school library. Also, they made use the printed books to read, complete the school-based reading scheme, Happy Reading Program.	It was suggested to continue to purchase printed books for refining the library circulation to support the developing of reading across the curriculum.

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

Target	Strategies	Time Scale	Actual Expenditure	Achievement	Evaluation
To provide different training programmes for SEN students to help them learn effectively in normal school.	Suitable training programmes will be provided by service providers. Learning packages and teaching aids will be purchased.	9/2019-8/2020	A sum of \$139,379.13 will be used to purchase different training services and learning aids. (autism/social skill training \$19,800, dyslexia training \$20,433, drama education \$36,819.33, cultural exchange activities \$3,880.8, teaching materials \$58,446)	Lesson observations will be used to assess the service provider. Besides, progress about students will be evaluated by reports from the service provider.	The programmes should be continued in the next academic year to cater for learning diversities.
To strengthen students' study standard in the subjects of Chi and Maths.	To employ four teachers to give extra lesson for around 10 students in the subjects of Chi and Maths to have consolidation.	9/2019-8/2020	A sum of \$29,097 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.	The classes would be continued to provide support for the academic low achievers.

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

I. Financial Overview

A	Allocation in the Current School Year:	\$21,700
B	Expenditure in the Current School Year:	\$21,700
C	Unspent Amount to be Returned to the EDB (A – B):	\$0

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	7	\$1,108
Full-grant under the School Textbook Assistance Scheme	41	\$15,263
Meeting the school-based financially needy criteria	24	\$5,329 (capped at 25% of the total allocation for the school year)
TOTAL	72	\$21,700 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

III. Details of Expenses

III. Details of Expenses								
Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	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				
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
GS	Visit Sky100 Academy sky Explorer	\$4,000	12	✓	✓	✓		
Music	‘Dreams at an exhibition’ by the Music Office	\$2,000	9	✓	✓			
	Expenses on Item 1.1	\$6,000						

¹ Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	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 subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (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	\$5,690	72	✓	✓			
	Uniform Groups Overnight Camp	\$2,300	1	✓	✓			
	ECA	\$3,960	9	✓	✓	✓		✓
	Expenses on Item 1.2	\$11,950						
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions							
	Expenses on Item 1.3	\$0						
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							
	Expenses on Item 1.4	\$0						
1.5	Others							
-	Football Competition	\$3,750	1	✓		✓		
	Expenses on Item 1.5	\$3,750						
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	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				
	Expenses on Item 1.6	\$0						
	Total	\$21,700	104					

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

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

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								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)											
Plants and animals GS + Eng	Visit HK Zoological and Botanical Gardens	- Learn about the plants in the park - Conduct experiments to test the amazing reactions of plants - Learn about animals and things in the park	Jan	P.1 (77)	Class suspension	0		✓	✓	✓		
Environment protection GS + Chin	Visit Tai Tam Country Park	- Learn about facilities in the country park - Observe different plants in the park	Feb	P.2 (88)	Class suspension	0		✓	✓	✓		
GS	One Person, One Flower Scheme	Learn about how to take care of plants	Nov - March	P.1-6 (426)	Students loved to take care plants carefully	\$2,772 Appendix: 1	E7	✓	✓	✓	✓	
Sea animals GS + Chin	Visit Ocean Park Academy Nature 's Interactive Classroom	Learn and observe different body parts of sea animals	Mar	P.3 (73)	Class suspension	0		✓	✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								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				
Knowing HK GS + Eng	Visit Sky100 Academy sky Explorer	- Understand the development of Hong Kong - Learn the different famous places in HK	14/1/20	P.4 (73)	Students were excited to learn different landmarks of Hong Kong	\$5,250 Appendix: 2	E1,E2	✓	✓	✓		
Natural disasters GS + Eng + Chin + ME	Visit Green Hub Eat Well Workshop	- Raise students' awareness of the connection between the well-being of ourselves, society and the environment - Learn different ways to save the environment	May	P.6 (49)	Class suspension	0		✓	✓	✓		
Jobs Eng	Visit Dream Come True	Learn about jobs	Nov	P.2 (88)	Venue closed	0		✓		✓		
Food Eng	Master Chief	Learn to make pizzas and write recipes	Feb	P.5 (68)	Class suspension	0		✓		✓		
Movies Eng	Movie appreciation	Learn to analyze films and write review	Nov	P.6 (49)	Class suspension	0		✓	✓	✓		
Shopping Maths	Shopping in the supermarket	Strengthen students' understanding on the concept of currency	Feb	P.2 (88)	Class suspension	0		✓		✓		
Life Education GS	Life Education Activity Programme	Recognise the importance of establishing a healthy lifestyle	24,28/10 7/11	P.1,2 (165)	Students liked the activities and learnt a lot	\$4,326 Appendix: 3	E1	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								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				
					about healthy eating							
Life Education GS	Life Education Activity Programme	Recognise the importance of establishing a healthy lifestyle	21/4	P.5 (68)	Class suspension	0		✓	✓			
Science GS	Visit Science Park Science Explorer	Strengthen students' understanding on the properties of light and learning about fibre optics	1st term	P.5 (68)	Event Cancelled	0		✓		✓		
VA	Be a Great Artist – The Football Players	Appreciate the famous art work	March	P.3 (73)	Class suspension	0		✓		✓		
VA	Be a Great Artist – Trafalgar Square	Appreciate the famous art work	May	P.4 (73)	Class suspension	0		✓		✓		
Music	Dreams at an exhibition by the Music Office	Appreciate the musical concert	25/11	P.6 (49)	Students enjoyed attending a concert	0		✓	✓			✓
Music	Urbanisation by Toolbox Percussion	Appreciate the musical concert	19/3	P.3 (73)	Class suspension	0		✓	✓			✓
STEM	ATEC 3D printing workshop	Apply and learn more about different kinds of 3D printing.	Jun	P6 (49)	Event Cancelled	0		✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								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				
STEM	STEM Week	Know more STEM and programming skills	Jan July	P.1-6 (426)	Most students learnt more STEM knowledge and they liked the activities very much	\$101,576.28 Appendix:4		✓		✓		
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 (117)	Event Cancelled	0		✓		✓		
Expenses on Item 1.1						\$113,924.28						
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	1/11	P.1-6 (426)	Students could improve self-confident and self-care ability.	\$43,250.30 Appendix:5	E1,E2		✓		✓	
	Uniform groups Overnight Camp	Improve self-confidence and self-management skills	9-10/1	P.3-6 (30)	Students improved their problem-solvin	\$18,368.30 Appendix:6	E1,E2		✓		✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								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											
Chin + Eng + PTH	Speech Festival	Improve self-confident	Nov-Feb	P.1-6 (100)	Students have improved their self-confidence.	\$4,165.00 Appendix:7	E1	✓				
Music	Music Festival	Improve self-confident	March	P.1-6 (20)	Students have improved their self-confidence.	\$214.00 Appendix:8	E1	✓				
ECA	School Dance Festival	Improve self-confident	Feb-Mar	P.4-6 (30)	Students have improved their self-confidence.	\$300.00 Appendix:9	E1	✓		✓		
PE	Football Competition	Improve self-confident	Jan	P.1-6 (15)	Students have improved their football skill.	\$3,223.00 Appendix:10	E1	✓		✓		
Music	Handchimes Competition	Improve self-confident	Dec	P.2-6 (15)	Students have improved their self-confidence.	\$880.00 Appendix:11	E1	✓				
PE	Sports Competition	Improve self-confident	Sep - Mar	P.1-6 (50)	Students have improved their sportsmanship.	\$1,408.00 Appendix:12	E1	✓		✓		
PTH	GAPSK Competition	Improve self-confident	Feb- Mar	P.2-3 (5)	Class suspension	0		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								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				
						Expenses on Item 1.4	\$10,190.00					
						Expenses for Category 1	\$185,732.88					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
		Expenses for Category 2	0
		Expenses for Categories 1 & 2	\$185,732.88

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

Code for Expenses	
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
E2	Transportation fees
E3	Fees for non-local exchange activities / competitions (students)
E4	Fees for non-local exchange activities / competitions (escorting teachers)
E5	Fees for hiring expert / professionals / coaches
E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E7	Purchase of equipment, instruments, tools, devices, consumables
E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E9	Others (please specify)
COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	426
Number of student beneficiaries:	426
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post):

Wong Kar Yan, Agnes (APSM)

L. Financial Report

Name of Account	Income	Expenditure
<i>EOEBG</i>		
Admin / Revised Admin Grant	1,032,408.00	897,060.00
Air Conditioning Grant	344,133.73	239,877.00
Basic/Baseline/Per Class	987,223.54	1,366,818.09
Capacity Enhancement Grant	591,107.00	194,303.55
Composite Information Technology Grant	358,115.00	492,796.20
Enhanced Speech Therapy Grant	145,075.00	92,853.90
School Based Management Top Up Grant	50,000.00	14,463.75
Top Up Student Guidance Service Grant	128,856.00	52,483.04
Understanding Adolescent Project Grant	126,756.00	122,131.00
Sub total	3,763,674.27	3,472,786.53
<i>OTHER GRANTS</i>		
Chinese History & Culture Grant	0.00	78,819.95
Community Care Fund Assistance Programme School Lunch	68,830.00	*68,830.00
Committee on Home-School Co-op Proj Grant	25,633.00	**25,633.00
Consultation Service Grant	129,315.00	110,000.00
Disbursement of Extra Recurrent Grant	48,530.00	48,530.00
Drama Festival Grant	3,250.00	3,250.00
Enhanced Additional Funding - Support for NCS students	1,500,000.00	1,598,444.01
Grant for Supporting NCS Students with SEN	200,000.00	168,476.13
Information Technology Staffing Support Grant	317,338.00	413,028.00
Learning Support Grant	1,219,000.00	1,128,743.78
Life-Wide Learning Grant	600,000.00	185,732.88
One-Off Grant for Gift of Printed Books Pilot Scheme	43,300.00	43,300.0
One-Off Special Support Grant	100,000.00	57,830.81
Promotion of Reading Grant	30,990.00	27,595.55
School Based After-school Learning & Support Programme	25,600.00	20,627.70
School Social Work Service Grant	642,000.00	580,000.00
School Support Partner Grant	8,025.00	8,025.00
Sister School Scheme Grant	154,950.00	125,006.50
Special Anti-Epidemic Grant	20,000.00	20,000.00
Student Activities Support Grant	21,700.00	21,700.00
Sub total	5,158,461.00	4,733,573.31
Overall Total	8,922,135.27	8,206,359.84

*Remarks: Expenses paid for lunch : \$27,249.00
 Unused fund will be clawed back by EDB: \$41,581.00
 \$68,830.00

**Remarks: PTA Expenses paid : \$9,833.00
 Unused fund will be clawed back by EDB: \$15,800.00
 \$25,633.00

M. Feedback on Future Planning

This year was the third year of our school 3-year development plan. Yet, due to the coronavirus disease 2019 epidemic, classes of all schools in Hong Kong have been suspended since the end of January 2020. The school was resumed on 8th June 2020. However, the Education Bureau has drastically decided that all primary schools should advance the summer holiday from 13 July 2020 in view of the exponential growth of local confirmed cases of Coronavirus Disease (COVID-2019) in early July. This incident had greatly affected our teaching schedule in the second term. Although online teaching was held during the suspension period, the curriculum and the activities related to the major concerns were greatly affected. In order to catch up with the teaching, all activities and evaluations that were related to the major concerns were cancelled to allow more time for teaching and learning. To reduce students' pressure of learning, the second term assessments and examinations for P1-4 and P6 were cancelled. After careful thought and discussions with all the teachers, it was suggested to extend one more year for our school 3-year development plan so as to carry out all the related activities and evaluation as planned.

For Management and Organization, we believed that our school self-evaluation system is running smoothly and evaluations are made in a timely manner. Although classes of all schools in Hong Kong have been suspended since the end of January 2020, we have continued our meetings and collaboration online. Zoom meetings were set up for all teams and panels to discuss about the online lessons and the adaptation after the resumption of school and the domain heads had joined the meeting to monitor the work of all teams and panels. However, as there was limited teaching time, the new teachers did not have enough classroom teaching experience and it was difficult for them to adopt the appropriate pedagogies and strategies in response to the major concerns. In order to do the follow up action for the ESR report, it was suggested to re-run the new teacher training program again next year to help teachers learn more about the design of the learning activities in lessons, such as the teaching pace and the levels of difficulty of the learning tasks.

For Learning and Teaching, due to the outbreak of COVID 19, classes of all schools in Hong Kong have been suspended since the end of January 2020. Therefore, teachers did not have enough time to reflect on the scheme and it was suggested to continue to carry out the scheme next year. The school will continue to refine TIPS in the coming year, especially on 'T', 'P' and 'S', to give teachers more time to examine and evaluate their teaching effectiveness, as well as to make plans and prepare for the next academic year. Teachers are advised to improve and refine continuously on how to utilize preview activities in lessons and enhance students' self-learning skills, thus guiding them to be "Ready to Learn". The school will also hold workshops to provide support for teachers regarding to their teaching strategies, to reinforce their usage of "T". Moreover, self-learning teaching strategies will be continued to develop from the perspective of P.3 in the coming year. In order to stimulate students' thinking and to deepen their understanding, teachers are required to hone their teaching strategies. The areas of concern for them are mainly on the design of graphic organizers and/or diagrams, as well as refining their lesson activities in terms of providing more thought provoking tasks. These measures will be able to guide students to be 'Ready to Learn'.

For Student Support & School Ethos, we would continue monitoring the quality of the lunch provided by the lunch company and brought by students. The healthy snack competition and monthly healthy snack checks would be held again next year. School-based fitness book program, different sports ECAs and sport recess activities would be provided for the students to participate in. In addition, Discipline and Counselling Team would continue "Everyone has a duty Scheme" at school. "Monthly Service-in-class award", newsletter and "I Appreciate...." board would be used as a means to promote the leadership programme. DC Team and ECA Team would continue to encourage P.1-P.6 students to participate at least one community service next year. Highlights of community service would then be filmed and broadcasted in Campus TV afterwards. DC Team would also continue to cooperate with Moral Education subject panel. Different talks and assemblies would be held to promote good morals of students. DC Team would continue the classroom managements and film Campus TV programs in order to promote positive moral acts. We would keep refining our award schemes, e.g. 'Po Kok Super Star Award Scheme', 'Outstanding Students Award' and

‘Best Attendance Award’, in the next academic year.

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