



LI CHENG UK
GOVERNMENT PRIMARY SCHOOL

ANNUAL SCHOOL PLAN 2017 - 2018

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School Vision

An environment for Growth:

We focus upon providing quality learning opportunities for all children. We strive to provide a well-rounded education that values and supports the intellectual, physical, social and moral development of each child. We have a commitment to ensure that quality learning and teaching is the central focus of every classroom.

School Mission

We are committed to promoting:

The Joy of Learning

The Love of Learning

The Passion for Life-long Learning

We have a very happy and positive school climate. The school provides an environment that is enjoyable, stimulating, supportive and conducive to learning.

Major Concerns

1. To develop pupils' self-directed ability for independent learning
2. To develop positive values and attitudes through moral & civic education

Major Concern 1: To develop pupils' self-directed ability for independent learning

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Enhance hardware and infrastructure	<ul style="list-style-type: none"> - Set up campus wifi - Upgrade PCs, tablets and equipment for teaching purpose - Create a google classroom platform - Create a subject-based resource bank for teachers' reference 	<ul style="list-style-type: none"> - The wifi network is able to support class teaching - All classrooms are supported with a PC, a projector and a visualizer. Number of tablets is sufficient to cater for at least 2 classes at the same time - 70% of the pupils would use google classroom platform for self-directed learning - At least 4 e-learning packages would be designed for each level of the 4 core subjects 	<ul style="list-style-type: none"> - Questionnaire - Survey 	Whole year	IT Support Team, Panels, Subject Teachers	Network, PCs, tablets and equipment
2. Enhance teachers' professional knowledge on self-directed learning	- Arrange School-based Teachers' Professional Development Programme with a focus on implementation of self-directed learning	<ul style="list-style-type: none"> - At least 4 workshops are arranged - 80% of the teachers find the school-based Teachers' Professional Development Programme useful 	- Questionnaire	Whole year	DH, CD	Workshops
	- Professional sharing on implementation of e-learning materials during CLP meetings of 4 major subjects	- 80% of the teachers would use the designed learning packages in the lessons	<ul style="list-style-type: none"> - Lesson observation - CLP records 	Whole year	CD, Panels, Subject Teachers	TAs support

Major Concern 1: To develop pupils' self-directed ability for independent learning (cont'd)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3. Develop pupils' learning strategies and study skills	- To enhance pupils' subject-based learning strategies through: i. Pre-lesson enquiry ii. Self-access Corner	- 80% of the teachers agree that pre-lesson tasks are effective to encourage enquiry-based learning - 70% of the pupils find the materials in the self-assess corner enjoyable and useful	- Questionnaire	Whole year	Panels, Subject Teachers	TAs support
	- To equip pupils with various study skills with a focus on: i. Graphic organizers or diagrammatic representation such as mind-mapping, tree diagram and KWL charts to decode and encode information ii. Note-taking skills, metacognition skills, mnemonic devices, reading skills, six thinking hats and online reading to bring about self-directed learning	- 70% of the pupils are able to apply the study skills in assignments and projects	- Questionnaire	Whole year	Subject Teachers	TAs support
	- Strengthen pupils' information and technology literacy in terms of knowledge, skills and attitude to support independent, individualized and interactive learning.	- 70% of the pupils can apply information technology appropriately in the process of learning	- Questionnaire - Lesson observation	Whole year	CD, Panels, Subject Teachers	Network, PCs, tablets and equipment

Major Concern 1: To develop pupils' self-directed ability for independent learning (cont'd)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
4. Enhance Chinese learning	<ul style="list-style-type: none"> - To extend Chinese learning through: <ul style="list-style-type: none"> i. Allocating more teaching time to Chinese lessons ii. Restructuring the Chinese Language curriculum iii. Organizing Chinese Remedial Programme iv. Organizing one-to-one basis Chinese Speaking Training v. Creating authentic situations including organizing visits to local community, schools or institutions for pupils to apply their Chinese Language skills vi. Organizing whole-school approach activities through which pupils are immersed into the Chinese culture vii. Setting up a print-rich environment and technological devices are introduced in the campus to visualize the Chinese elements 	<ul style="list-style-type: none"> - 80% of the teachers agree that pupils are more confident to use Chinese to express themselves. - 70% of the pupils are able to apply their Chinese Language skills in different activities 	<ul style="list-style-type: none"> - Questionnaire - Observation 	Whole year	CD, ECA Team, Academic Team, DC Team, G&C Team, Panels, Subject Teachers	TAs support
5. Nurture creative problem solvers through STEM education	<ul style="list-style-type: none"> - To develop school-based trans-disciplinary program to promote STEM Education in senior year levels. 	<ul style="list-style-type: none"> - A STEM Programme is designed and trialed in senior year levels during IL lessons. - 70% of pupils find the STEM programme can enrich their knowledge and raise their learning interest about STEM. 	<ul style="list-style-type: none"> - Questionnaire - Observation 	Whole year	CD, Panels, Subject Teachers	TAs support

Major Concern 2: To develop positive values and attitudes through moral & civic education

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. Foster pupils' positive values with a focus on love and care	<ul style="list-style-type: none"> - Implementing School-based Moral and Civic Education Curriculum <ul style="list-style-type: none"> i. Thematic Talks ii. Enrich SLP curriculum - Implementing the Whole School Approach Award Scheme. <ul style="list-style-type: none"> i. Apple of My Eyes ii. One Student One Post iii. Lightening School Bag Programme 	<ul style="list-style-type: none"> - 80% of pupils like the talks and SLP lesson activities - 80% of pupils meet the requirements and are awarded in those schemes 	<ul style="list-style-type: none"> - Survey - Questionnaire - Observation 	Whole year	DC Team, G&C Team, SGP, Relevant Teachers	TAs support
2. Identify pupils' need and render specific support programmes	<ul style="list-style-type: none"> - Implementing Whole Person Development Programme <ul style="list-style-type: none"> i. Hong Kong's Rugby Spirit ii. Junior Tennis iii. Squash Programme - Implementing Developmental Group Programmes <ul style="list-style-type: none"> i. Social Skills ii. Concentration Skills iii. Self-management Skills iv. Leadership Skills v. Self-confidence Enhancement vi. Emotional Management Training - Application in real contexts through: <ul style="list-style-type: none"> i. Visits ii. Community services 	<ul style="list-style-type: none"> - 80% of the participants agree that the programme helps build up love and care for themselves and for others - 80% of the teachers agree that the programmes meet the pupils' social, developmental and emotional needs - 80% of the target pupils participate and involve actively in the services or the activities 	<ul style="list-style-type: none"> - Questionnaire - Observation 	Whole year	G&C Team, SGP, ECA Team	TAs support

Major Concern 2: To develop positive values and attitudes through moral & civic education (cont'd)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
3. Identify pupils' need and render individual support to pupils at risk	<ul style="list-style-type: none"> - Professional analysis on pupils' need through level discipline meetings - Assign "Angel Teacher" to take care of each at-risk child on one-to-one basis 	<ul style="list-style-type: none"> - 80% of the teachers agree that the support from level discipline meeting is effective - 80% of the teachers agree that the target pupils make improvement 	<ul style="list-style-type: none"> - Questionnaire - Observation 	Whole year	HM, DH, DC Team, G&C Team, Spec Ed Team, Class Teachers	TAs support
4. Equip parents with appropriate parenting skills and foster home-school co-operation	<ul style="list-style-type: none"> - Parents Education Programme <ul style="list-style-type: none"> i. Thematic Talks ii. Specific workshops for ethnic minority groups 	<ul style="list-style-type: none"> - 80% of participants show positive response to the parent programme 	<ul style="list-style-type: none"> - Questionnaire 	Whole year	G&C Team, SGP	Talks and workshops