



# LI CHENG UK GOVERNMENT PRIMARY SCHOOL

## Annual School Plan

2020-2021

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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 for the year 2020-2021

1. To nurture students' innovative spirit
2. To enhance harmony in diversity

Major Concern 1: To nurture students' innovative spirit

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To offer solution-based challenges to students in different KLAs inspiring critical thinking and real-world application	<ul style="list-style-type: none"> <li>- optimize the learning tasks with highlights on inspiring innovation</li> <li>- provide learning and teaching resources</li> <li>- refine and implement a multidisciplinary approach STEM program which uses a theme that appears in different KLAs during the same period to draw connections among subjects</li> <li>- implement ScratchJr for P.3-5 students in IT subject to prepare them for computational thinking education of CoolThink@JC</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of the students agree that the tasks are thought-provoking and provide them with rich experiences that encourage innovation</li> <li>- additional technological products of Artificial Intelligence are supplied with technical support for learning and teaching</li> <li>- at least 1 mapped module will be designed and trialed out</li> <li>-80% of the students pass the IT skill competition</li> <li>-80% of the students can apply coding skills in IT project</li> </ul>	<ul style="list-style-type: none"> <li>- lesson observation</li> <li>- survey</li> <li>- survey</li> <li>- assess the products or the learning outcomes of the students</li> <li>- observation</li> <li>- survey</li> <li>- survey</li> <li>- review the project</li> </ul>	Whole year	DH, CD, IT Support Team, Panels, Subject Teachers	Network, PCs, tablets and equipment

Major Concern 1: To nurture students' innovative spirit (cont'd)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
2. To launch Project-based Learning engaging students in deep thinking while connecting their learning across disciplines to the world around them	<ul style="list-style-type: none"> <li>- nurture tech skills such as coding, robotics, use of AI and a variety of Apps to bring ideas to life</li> <li>- strengthen the implementation of scientific investigations in STEAM project with the help of school-based support which allows pupils to integrate and apply their knowledge and skills to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of the students are able to apply the tech skills in assignments or projects</li> <li>- 90% of the students are interested in the STEAM project and can apply their knowledge and skills to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- review STEAM project</li> </ul>	Whole year	DH, CD, IT Support Team, Panels, Subject Teachers	Teachers from Network Co-ordinating School, Clerical support
3. To build a culture of innovation	<ul style="list-style-type: none"> <li>- out-of-classroom experiential learning activities</li> <li>- STEM-related competitions</li> </ul>	<ul style="list-style-type: none"> <li>- arrange at least 1 out-of-classroom experiential learning activity which is connected to the theme of the cross-curricular learning program</li> <li>- participate in at least 1 STEM-related competition about applying technology and innovation</li> </ul>	<ul style="list-style-type: none"> <li>- survey</li> <li>- assess the performance of the students in competition</li> </ul>	Whole year	DH, CD, IT Support Team, Panels, Subject Teachers	Clerical support

Major Concern 1: To nurture students' innovative spirit (cont'd)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<ul style="list-style-type: none"> <li>- school-based activities                             <ul style="list-style-type: none"> <li>i. i-Theater- 'Experience' Tour</li> <li>ii. STEM in ECA</li> <li>iii. STEM Day</li> <li>iv. After-school STEM Elite Training teams</li> <li>v. School-based competition</li> </ul> </li> <li>- peer sharing</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of the students agree that the school-based activities can help inspiring their innovative spirit and understanding more about modern technology</li> <li>- at least 1 peer sharing is arranged to disseminate the learning outcomes of the students</li> </ul>	<ul style="list-style-type: none"> <li>- survey</li> <li>- observation</li> <li>- survey</li> </ul>	Whole year	DH, CD, IT Support Team, Panels, Subject Teachers	Clerical support
4. To enhance teachers' professional development	<ul style="list-style-type: none"> <li>- Knowledge transfer and cross fertilization among schools and teachers on computational thinking and STEM education</li> <li>- application of modern technology and STEM elements in teaching</li> </ul>	<ul style="list-style-type: none"> <li>- at least 2 workshops and 4 sharing sessions are arranged</li> <li>- 80% of the teachers will apply modern technology or STEM elements in teaching</li> </ul>	<ul style="list-style-type: none"> <li>- survey</li> <li>- survey</li> <li>- observation</li> </ul>	Whole year	DH, CD, IT Support Team, Panels, Subject Teachers	Teachers from Network Co-ordinating School, Clerical support

Major Concern 2: To promote harmony in diversity

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>1. To foster understanding and respect for different ethnic groups</p>	<ul style="list-style-type: none"> <li>- deepen the moral, civic and national education programme:                             <ul style="list-style-type: none"> <li>i. set up the flag-raising team</li> <li>ii. strengthen the link between MCNE and other related subjects such as General Studies and Music regarding the learning and teaching of the national flag, the regional flag and the national anthem</li> <li>iii. arrange thematic talks focusing on introduction of the history and spirit of the national flag and the national anthem as well as the etiquette to be observed when singing and playing the national anthem</li> </ul> </li> <li>- educational excursion for enhancing understanding about other ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>- 95% of the teachers agree that the moral, civic and national education programme is effective in:                             <ul style="list-style-type: none"> <li>i. instilling in students respect for the national flag and the national anthem</li> <li>ii. fostering their respect for the place (Hong Kong) they are living</li> </ul> </li> <li>- 95% of the teachers agree that students can sing the national anthem and observe the proper etiquette for flag-raising ceremony</li> <li>- 85% of the students agree that the educational excursion help them to understand more about other ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- Observation</li> </ul>	<p>Whole year</p>	<p>DC Team, G&amp;C Team, SGP, Relevant Teachers</p>	<p>Clerical support</p>

Major Concern 2: To promote harmony in diversity (cont'd)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<ul style="list-style-type: none"> <li>- play-based activities to improve respect and collaboration among students                             <ul style="list-style-type: none"> <li>i. Hong Kong stories</li> <li>ii. Chinese cultural arts</li> <li>iii. Chinese traditional games</li> <li>iv. Wonderful cultures around the globe</li> <li>v. Juggling</li> </ul> </li>   <li>- after-school culture and language interest groups to enhance mutual understanding among different ethnic groups                             <ul style="list-style-type: none"> <li>i. Urdu</li> <li>ii. Hindi</li> <li>iii. Filipino</li> <li>iv. Nepali</li> <li>v. Putonghua</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 90% of the teachers agree that the programme is effective in promoting respect and cooperation among students</li>   <li>- 85% of the participants show their understanding of the languages and cultures of other ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- Observation</li> </ul>	Whole year	DC Team, G&C Team, SGP, Relevant Teachers	Clerical support

Major Concern 2: To promote harmony in diversity (cont'd)

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>2. To enhance cooperation, complementary and integration into the local community</p>	<ul style="list-style-type: none"> <li>- promotion of Basic Law education through exhibitions, talks, competitions and visits to landmarks like Golden Bauhinia Square, Legislative Council, etc.</li> <li>- study tour to Mainland China to gain more knowledge about the Chinese history, cultures and development</li> <li>- participation of "Gift Book Pilot Scheme (2020)" through reading Chinese books which have themes on traditional Chinese festivals, cultures and virtues</li> <li>- Infusion of Chinese elements (Lion Dance, Food Fair, Game Booths, Costume Wearing Competition, etc.) into Cultural Day</li> </ul>	<ul style="list-style-type: none"> <li>- 85% of the participants agree that the promotion of Basic Law education help them understand more about Basic Law</li> <li>- 80% of the participants agree that the tour help them understand more about the history, cultures and development of China</li> <li>- 80% of the participants agree that the reading of selected Chinese books can foster among them a deeper understanding of Chinese culture and thereby nurture their integration into the local community</li> <li>- 80% of the participants agree that the Chinese elements of Cultural Day can facilitate their engagement in the traditional Chinese culture and help them embrace the local culture</li> </ul>	<ul style="list-style-type: none"> <li>- survey</li> <li>- observation</li> </ul>	<p>Whole year</p>	<p>DC Team, G&amp;C Team, SGP, Relevant Teachers</p>	<p>Clerical support</p>