



Li Cheng Uk Government Primary School Annual School Plan 2025/26

School Vision

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.

Annual School Plan 2025/26

Major Concerns

1. Developing students' passion and capability for learning
2. Nurturing students to become positive, self-disciplined and healthy individuals

In short, our main concern is to nurture students'

Law-abidingness

Integrity

Gratitude

Healthy lifestyle

Thoughtfulness

Let us "LIGHT up" students' lives and let them shine!

1. Major Concern 1: Developing students' passion and capability for learning

Feedback and follow-up actions from the previous school year:

- To further empower teachers, various professional development training programmes, such as those focused on Inquiry-Based Learning and AI education, could be arranged.
- Teachers should integrate technology and educational apps into to enhance students' engagement and interest in learning.
- Develop interdisciplinary projects in Multiple Intelligence Lessons (MIL) that connect subjects such as science, technology and the arts to help students recognize relationships between different disciplines while fostering multi-perspective thinking and generic skills.
- Organize workshops for parents to let them understand how they can support their children's self-directed learning at home, creating a more cohesive learning environment.
- Teachers should track student engagement through the data generated from the STAR platform to tailor instructional methods, focusing on areas where students need improvement while reinforcing their strengths.
- More non-fiction books such as encyclopedias, history books, and science books could be added to the class library to cater for diverse reading interests and provide more opportunities for students to explore and learn about the world.
- Peer reading ambassadors could be introduced to encourage and support reluctant readers.
- To further develop students' problem-solving skills, a school-based coding curriculum will be implemented by integrating content from the 'CoolThink@JC Programme' and the EDB's 'Enriched Module on Coding Education for Upper Primary Level'.
- The Design Thinking Approach should be taught and emphasized for project designs, including science and STEAM projects. This approach would incorporate more guided reflection sessions, opportunities for students to explain their thinking, exploration of different materials, repeated testing procedures and structured evaluation processes.
- AI tools such as Thing Translator and Google Lens should be taught to help students bridge the physical and digital worlds, offering innovative ways to explore their environment.

Major Concern 1: Developing students' passion and capability for learning

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
1. To stimulate learning motivation and cater for learner diversity	- Boost student motivation with Inquiry-based Learning (IBL): an active, student-centered approach fueled by curiosity, autonomy, and real-world connections	- Teachers create a stimulating learning environment wherein students take an active interest in the learning process	- Lesson observation - Assessment of students' learning tasks - APASO-III - SHS - Student and parent interviews	Whole year	- Deputy Head - CD Stream - Subject Panels	- Relevant learning Tasks
	- Use learning platforms such as STAR, Edpuzzle, Google Forms to diagnose students' strengths and weaknesses, address specific learning gaps through personalized practice, reinforce key concepts with consolidation activities, monitor progress through data analysis and refine teaching strategies based on students' performance	- 80% of the students stay engaged during lessons - In APASO-III, the Quotient Scores (Q-score) of intrinsic learning motivation will be 95 or above - There is an increase in the mean score of SHS-S Question 7, I take an active role in learning inside and outside of the classroom			- IT Stream - Subject Panels	- Relevant learning Tasks - Various e-learning platforms
	- Design and enrich our graded learning tasks and assignments through tiered scaffolding: 1. Embed supportive hints for foundational understanding 2. Integrate highlighted texts to guide focus and guided questions for comprehension and writing tasks 3. Incorporate leveled questions to deepen thinking - Differentiate graded tasks for different ability groups	- There is an increase in the mean score of SHS-S Question 9, I enjoy learning inside and outside of the classroom			- CD Stream - SEN Stream - Subject Panels	- Relevant learning Tasks
	- Acknowledge students' effort in public and appreciate others' work by various means such as class display board, exhibition, and high flyer board				- Subject Panels - Academic Stream	- Classroom board - High flyer board

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
2. To cultivate students' communication skills, critical thinking skills, creative thinking and self-directed learning skills	- Implement Inquiry-based Learning (IBL) to foster students' communication skills, critical thinking and problem-solving skills - Discuss and adapt different types of IBL approach during Collaborative Lesson Planning (CLP) meetings, focusing on inquiry-based strategies such as building inquiry skills, routines and atmosphere, collaborative learning, self-management skills and making good use of AI for teaching and learning	- 80% of the students are able to apply the taught thinking skills in their learning tasks and project work - 80% of the students demonstrate the knowledge and skills they have gained as well as the changes in their understanding of the theme and concept - 80% of the students apply cross-disciplinary knowledge and skills in an integrative manner	- Lesson Observation - Assessment of students' learning tasks and project work - APASO-III - SHS - CLP Records - Student and parent interviews	Whole year	- CD Stream - STEAM Stream - Subject Panels of Chinese, English, Maths, General Studies, Primary Science, and Primary Humanities	- Relevant workshops from EDB or educational institutions or publishers - Relevant learning tasks
	- Promote structured self-reflection to empower students to own their insight from the IBL process. For instance, "I used to think... Now I think...", "3-2-1 Reflection" - Implement theme-based cross-disciplinary learning topic in P.4 to P.6. Promote Reading across the Curriculum, enabling students to integrate knowledge across disciplines - Implement a theme-based project on "Healthy Lifestyle" using IBL approach in Multi-Intelligence Lesson (MIL) or as a STEAM project	- In APASO-III, the Quotient Scores (Q-score) of Generic Skills(self-monitoring, critical thinking, creativity, problem-solving) will be 95 or above - There is an increase in the mean score on Students' perception of Teaching in SHS - There is an increase in the mean score on Students' perception of Student Learning in SHS	- Questionnaire	1 st term	- Deputy Headmistress - Subject-based talk - Subject Panels	- Service provider - Subject Talks

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
2. To cultivate students' communication skills, critical thinking skills, creative thinking and self-directed learning skills	- Deepen students learning through participation in community service and territory-wide inter-school competitions.	- Students demonstrate communication, critical thinking, creative thinking and self-directed learning skills through service and competition	- Teachers' Observation - Activity Record	Whole year	- SSW - ECA Stream - Subject Panels	- Community Network

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
3. To develop students' inquisitive mind through STEAM Education and reading	- Empower students with various reading skills, such as vocabulary recognition, making inferences, summarizing, and making predictions, through the introduction of peer reading ambassadors and reading tasks in STEAM projects	- Students can share their reading outcomes and integrate knowledge across disciplines - 75% of students demonstrate curiosity, problem-solving skills, and creative thinking through computational thinking (IT lessons) and integrated projects in General Studies and Primary Science	- APASO-III - SHS - Teachers' observation - Record of students joining STEAM-related after-school interest groups and competitions - Students' projects - Student interview	Whole year	-School Librarian -STEAM Stream -Subject Panels	-Fiction and non-fiction Reading materials -Reading tasks in STEAM Projects
	- Implement a school-based computational thinking curriculum by adapting the content of the 'CoolThink@JC Programme' and the EDB 'Enriched Module on Coding Education for Upper Primary Level' - Arrange inter-class "Computational Thinking Competition"	- Students initiate to read during recess and after lunch - There is an increase in the mean score on the items related to leisure reading in SHS and APASO			-STEAM Stream -IT Subject Panels	-Fiction and non-fiction reading materials
	- Promote Reading across the Curriculum, in order to develop students' Reading to Learn abilities through the theme-based cross-disciplinary learning topic in P.4 to P.6.	- There is an increase in the mean score on Students' perception of Student Learning in SHS			- CD Stream - Subject Panels	-Reading materials -Learning tasks
	- Foster students' leisure reading habits through engaging activities and diverse reading materials (both fiction and non-fiction), such as reading in the classroom library, Parent-Child Reading Programme, Lunch Book Club Programme, and GS Safari: Explore the World Through Books				- School Librarian - Subject Panels	-School-based computational thinking curriculum -Platforms and devices for coding - Network

3. To develop students' inquisitive mind through STEAM Education and reading	- Use of the Design Thinking Approach ('Empathize, Define, Ideate, Prototype, and Test'), PDAR ('Plan, Do, Analyze, and Review'), or PDIR ('Plan, Do, Improve, and Review') in STEAM activities, projects, scientific projects, or other relevant science-related projects in General Studies and Primary Science	- 75% of the students can use Design Thinking Approach/ PDAR/PDIR process to finish their projects. - 75% of the students can use the AI-powered tools to explore and learn more about the world around them. - 75% of the students who participated in the STEAM-related after-school interest groups and competitions demonstrate their improved thinking and problem-solving skills			-STEAM Stream -GS and Science Subject Panels	-STEAM projects -Scientific projects/ Relevant science-related projects -Network
	- Introduce AI-powered tools such as Google lens and Google Thing Translator in KS1 and KS2 during IT lessons				-STEAM Stream -IT Subject Panels	-Applications and devices -Network
	- Organize at least four STEAM-related after-school interest groups and enroll students in at least six STEAM-related competitions, ensuring that at least one includes KS1 student participation, to develop students' desire for exploration and problem-solving abilities				-STEAM Stream -IT Subject Panels	-Applications and devices -Network -STEAM learning materials

2. Major Concern 2: Nurturing students to become positive, self-disciplined and healthy individuals**Feedback and follow-up actions from the previous school year:**

- The 'Good Student Award' initiative will focus on routines and school rules in building students' sense of responsibility and self-discipline.
- The Values Education Programme will be enhanced through engaging stories, interactive role-play activities, and current affairs discussions to deepen students' understanding and help them practise positive values and resilience skills.
- Life-planning programme focusing on building students' confidence and helping them navigate their personal and academic goals will be organized.
- An 'Honesty Wall' will be set up in the classroom to encourage self-reflection on acts of honesty and recognize and celebrate honest behaviour among peers
- Programmes on enhancing 'gratitude experience' to build a trusting and supportive relationship with teachers and classmates should be organized.
- Thematic talks and workshops of different healthy habits (e.g. Balanced Diet, Say No to Addictions, Digital Balance in a Connected World etc.) will be arranged to equip students the knowledge of healthy lifestyles.
- Parental talks to promote the importance of healthy lifestyles could be arranged on Parents' Day as more parents are available during these school functions.
- Information on healthy snacks, meal preparation tips, quick recipes, and fun family exercises could be shared through school notices, SSW newsletters and the school website.

Major Concern 2: Nurturing students to become positive, self-disciplined and healthy individuals

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
1. To enhance students' discipline and ability to follow rules	- Implement whole-school approach Award scheme – Good Students Award, aligned with “My Pledge to Act”, “Good Students Passport”, thematic talks for student and parent, discipline competitions and quizzes on school rules and regulations - Publicly recognize well-behaved students or classes via central broadcasting system regularly. Teachers or students share reflections on specific positive behaviors and their impact. - Reward students or classes demonstrating good self-discipline and positive behavior	- There is an increase in the mean score on the items related to students' self-discipline and compliance with rules in SHS - In APASO-III, the Quotient Scores (Q-score) of School Atmosphere (No discipline problem) will be 95 or above - Students' sense of self-discipline and ability to follow rules are enhanced	- Teachers Observation - Stakeholder Survey for students and teachers (SHS) - Students attendance record - Good Students Passport 2.0 - Reflective Journal (VE Booklet)	Whole year	- Guidance and Counselling (G&C) Stream - Discipline Stream - PTA	- Community Network - Prizes - Good Students Passport/ Record Cards
	- Teachers implement class reward system and display a “Good Behaviour Chart” in the classrooms	- 90% of the students can be punctual to school - 80% of the students can receive appreciation for their good and positive behaviour from teachers and parents in each phase			- Discipline Stream	
	- Arrange training sessions for members of Big Brothers and Big Sisters Programme, School Prefects, Hygiene Prefects and Flag-raising Team to nurture their value on how to be a responsible and disciplined team member - Recruit lower primary students to join the serving team.				- G & C Stream - Discipline Stream - National Ed. Stream	- Community Network - NGO
	- Cultivate P.1 students' key executive functions by creating a structured and supportive learning environment: 1. Set up a structured daily class routine 2. Use visual schedules and visual cues to anchor attention and support self-regulation - Use consistent cues to foster self-control and time management	- P.1 students can follow the class routine	- Teacher Observation		- SEN Stream	- Cue cards/posters

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
2. To nurture students' positive values and attitude, especially law-abidingness, integrity and gratitude	- Connect theme-based cross-disciplinary learning topic with national education in P.4 to P.6. Deepen students' understanding of our country's history and culture by structured thematic talks or shows, visit tours or field study.	- 70% of students demonstrate observable changes in behaviour that reflect an appreciation for life and the demonstration of positive values in daily interactions	- Survey for Teachers and Students	Whole year	- CD Stream - G & C Stream	- Community Network
	- Enrich the Values Education Programme through storytelling (demonstrating law-abidingness, integrity, and gratitude), role-play (practicing ethical decision-making), and current affairs analysis (resolving real-world dilemmas).	- 70% of the teachers report that students show positive participation in home room activities and connectedness to the school	- Observation			- Materials designed by G&C Stream
	- Implement an 'Honesty Wall' initiative to encourage student self-reflection on acts of honesty and recognize and celebrate honest behaviour among peers	- An increase in the Q-score of APASO in the target subscales of Affect, School Satisfaction and School Atmosphere	- Reflective Journal		- Discipline Stream	- Honesty Wall
	- Hold class meetings for sharing happy and unhappy feelings and "gratitude experience" in VE Lessons to build a trusting and supportive relationship with others - Organize lunchtime broadcasts where students share law-abidingness, integrity, and gratitude messages to cultivate a positive school culture	- An increase in the mean of Students' perception of Support for Student Development in SHS	- APASO-III - SHS		- Discipline Stream - G & C Stream	- Materials designed by G&C Stream

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
2. To nurture students' positive values and attitude, especially law-abidingness, integrity and gratitude		- 70% of students demonstrate their positive values or growth mindset that reflect an appreciation for life		Whole year		
	- Optimize Life-planning Programme in KS2. Arrange "Small Stories, Big Achievements" sharing sessions. Invite guest speakers from different professions to share their growth journeys, career-related information and anecdotes				- G & C Stream - SSW - SEN Stream	- Community Network - Gratitude Cards
	- Incorporate home reading and storytelling activities in Library Studies lessons to help students develop emotional management skills and cultivate positive mindsets (e.g., law-abidingness, integrity and gratitude)	- 70% of students can share/promote the messages they gained from the stories with others			-School Librarian	- Relevant readers and reading materials

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
3. To develop students' healthy lifestyles	Launch "Healthy Habits, Happy Life" campaign: - Arrange thematic talks and workshop on healthy lifestyles for students (e.g. Healthy Eating Habits, Benefits of Doing Exercise, Say No to Addictions, Digital Balance in a Connected World etc.) - Implement activities under the "Active Students, Active People" MVPA60 Scheme" to help students develop a habit of regularly taking part in physical activities - Conduct relaxation exercise during lunch hour to promote healthy habits at school - Implement activities for the Joyful Fruit Month (once in each term) - Organize engaging parent-child competitions or family fitness challenges to arouse their interest in doing exercise together - Train Wellness Ambassadors to promote healthy eating habits among schoolmates by sharing with them how to choose healthy snacks during recess and recognizing those who consistently make good dietary choices	70% of students are within the acceptable weight range in KPM 24 60% of students chose to have fruit as snacks for 14 days or more during the Joyful Fruit Month events. 65% of students exercise or practise a sport after school for at least 3 days a week; 65% of students have moderate physical activities for a total of at least 60 minutes per day outside of school for at least 3 days a week; and 65% of students have vigorous physical activities for at least 20 minutes per day outside of school for at least 3 days per week, as shown in the APASO 60% of students spend not more than 1 hour on information technology for leisure before and after school; and 60% of students spend not more than 2 hours on information technology for leisure on weekends, as shown in the APASO	Survey for Teachers, Students and Parents Observation KPM Data	Whole Year	Healthy School Stream PE Panels GS Panels IT Panels	NGO Resource materials from Department of Health

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
3. To develop students' healthy lifestyles	- Parent Education • Issue a letter to parents in the beginning of each school term inviting them to prepare healthy snacks and food for recess and lunch • Share tips on healthy meal preparation, quick recipes, fun family exercises in the school newsletter • Conduct parental talks and relevant interest classes, such as healthy cooking classes and physical exercise for parents to equip them with knowledge on how to help students develop healthy lifestyles (balanced diet, physical activity, sleep and rest, as well as screen time management)	- An increase in the mean of students' perception of Support for Student Development in SHS - An increase in the mean of Students' perception of School Climate in SHS	- Survey for Teachers, Students and Parents - Observation - KPM Data	Whole Year	- PTA Vice-chairman (DH) - PTA Activity Coordinators	- Parent Education Funding - NGO
	- Train Wellness Ambassadors and strengthen the Big Brother and Big Sister (BBBS) Programme to foster social relationships among junior students, strengthening their mental health and wellbeing.				- G & C Stream - Healthy School Stream	- Wellness Ambassador booklet - BBBS booklet - Greetings and thank you cards