

Li Cheng Uk Government Primary School

Annual School Plan

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

2026/27

Major Concerns

1. Developing students' passion and capability for learning

2. Nurturing students to become positive, self-disciplined and healthy individuals

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

- To stimulate learning motivation and cater for learner diversity, teachers will implement 5E instructional model (Engage, Explore, Explain, Elaborate and Evaluate). Different types of Inquiry-based Learning (IBL) will be implemented according to the abilities of students.
- To further support teachers' professional development, various training programmes—including those on Inquiry-Based Learning and AI education—could be provided.
- Promote the AI Literacy Learning Framework and AI use guidelines for teachers, students, and parents, covering ethical use, academic integrity, and data privacy.
- Teachers should integrate artificial intelligence (AI) and educational apps into teaching and learning 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 on AI education and self-directed learning.
- Teachers should track student engagement through the data generated from the AI platform to tailor instructional methods, focusing on areas where students need improvement while reinforcing their strengths.
- Further strengthen Reading across the Curriculum (RaC) by systematically integrating cross-disciplinary approaches into STEAM projects in P.1–P.6, particularly in Key Stage 1, to enhance students' application of reading skills in authentic problem-solving contexts.
- Promote reading literacy by expanding the Reading Ambassador Programme and student-led book sharing sessions and peer recommendation.
- 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'.

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	- Implement 5E instructional model (Engage, Explore, Explain, Elaborate and Evaluate) to boost student motivation. Strategies include different types of Inquiry-based Learning (IBL) such as problem-based inquiry approach for high ability students, and guided inquiry approach for students in need of learning support	- Teachers create a stimulating learning environment wherein students take an active interest in the learning process - 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 - The mean score of SHS-S Question 7, I take an active role in learning inside and outside of the classroom, will be 4.0 or above - The mean score of SHS-S Question 9, I enjoy learning inside and outside of the classroom, will be 4.0 or above	- 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 Artificial Intelligence (AI) platforms 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				- IT Stream - Subject Panels	- Relevant learning Tasks - Various AI 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				- CD Stream - SEN Stream - Subject Panels	- Relevant learning Tasks
	- Acknowledge students' effort in public and appreciate others' work by various means such as parent day exhibition, high flyer board and lunch broadcast (Videos of student performance or students' sharing)				- 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 IBL **5E model** to foster students' communication skills, critical thinking and problem-solving skills - Discuss and *promote* 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 - 80% of the students can refine their work after peer-assessment and self-reflection - 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	- Lesson Observation - CLP Records - Students' learning tasks and project work - APASO-III - SHS - Student and parent interviews - Questionnaire	Whole year	-CD Stream - STEAM Stream - Subject Panels	- 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","KWL" - Introduce self-assessment and/or peer-assessment rubrics to help students plan, monitor, and reflect on their own learning					
	- Build upon the existing digital literacy framework to develop school-based AI use guidelines for teachers, students, and parents, covering ethical use, academic integrity, and data privacy – explicitly linking AI literacy to critical thinking by teaching students to evaluate, verify, and critically question AI-generated information			- 1st term		

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 AI-assisted teaching in at least three subjects (covering at least two levels per subject), and develop at least six teaching examples or sets of learning and teaching resources with the application of AI - Conduct at least three open classes or classroom demonstrations on AI-assisted teaching in at least three different subjects (within or outside the school) - Organise at least three teacher sharing sessions on AI-assisted teaching to cultivate students' communication skills, critical thinking skills, creative thinking and self-directed learning skills	- 80% of students demonstrate their critical thinking skills during their use of AI tools. - 80% of teachers agreed that the school-based AI use guidelines are clear and is helpful to cultivate students' critical thinking skills - 80% of parents agreed that the school-based AI use guidelines and the parent workshop can help supporting students' use of AI at home, address key ethical considerations, and provide strategies to foster students' self-directed learning	- Questionnaire - Teacher observation - Students' learning tasks	- Whole year	-Deputy Head -Subject Panels	"Empowering Learning and Teaching with AI" Funding Programme
	- Organise teacher professional development workshops and parent workshops on AI in education and self-directed learning, covering practical guidance for supporting students' use of AI, key ethical considerations, and strategies to foster students' self-directed learning			- 1st term	-Deputy Head -Subject Panels	-Subject Talks
	- Implement a theme-based project aligned with the Life Wide Learning Day using IBL approach in Multi-Intelligence Lesson (MIL). 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			- 2nd term	-CD Stream -Subject Panels	-Educational visit venues -EDB teaching and learning resources

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	- Strengthen Reading across the Curriculum (RaC) by embedding structured reading tasks (e.g., inference-making, synthesising information, and critical evaluation) into inquiry-based STEAM and cross-disciplinary projects in P.1–6, enabling students to apply reading skills to solve real-world problems	- 80% of students demonstrate the ability to apply structured reading strategies (e.g., inference-making, synthesising information, and critical evaluation) in STEAM and cross-disciplinary projects to support problem-solving. - 80% of students demonstrate curiosity, problem-solving skills, and creative thinking through computational thinking (IT lessons), STEAM and cross-disciplinary projects. - There is an increase in the mean score on the items related to leisure reading in SHS and APASO - There is an increase in the mean score on Students' perception of Student Learning in SHS	- APASO-III - SHS - Teachers' observation - Students' projects - Student interview	Whole year	-STEAM Stream -Subject Panels	-Non- fiction Reading materials -Reading tasks in STEAM Projects
	- Expand the Reading Ambassador Programme to include student-led book sharing sessions and peer recommendations - Provide structured and unstructured leisure reading time during class period, after lunch, and at home through parent engagement programmes				-Subject Panels -Teacher Librarian	-Fiction and non-fiction reading materials

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	- Systematically apply the Design Thinking model (Empathize, Define, Ideate, Prototype, Test) and the PDAR ("Plan, Do, Analyze, Review") or PDIR ("Plan, Do, Improve, Review") cycles in STEAM and science-related projects. - Guide P.5-P.6 students to use AI as a learning assistant during the Design Thinking/PDAR/PDIR process, such as using AI-powered search and summarisation tools (e.g., DeepSeek, Perplexity, Copilot) for research, and AI-powered design tools (e.g., Canva AI, Nano Banana AI) for visualising and refining ideas. - Further refine the school-based computational thinking curriculum adapted from *CoolThink@JC* and the EDB Enriched Coding Module - Organize at least four STEAM-related after-school interest groups and enroll students in at least eight STEAM-related competitions, ensuring that at least two involve KS1 student participation, to foster students' curiosity and strengthen their problem-solving abilities	- 80% of the students can apply the stages of the Design Thinking Approach/ PDAR/PDIR to finish their projects and record their reflection. -80% of students can use AI tools to generate relevant inquiry questions and gather background information for STEAM or reading-related tasks. - 80% of the students who participated in the STEAM-related after-school interest groups and competitions demonstrate their improved thinking and problem-solving skills	- Students' projects - Record of students joining STEAM-related after-school interest groups and competitions	Whole year	-STEAM Stream -Subject Panels	-Non- fiction Reading materials -Reading tasks in STEAM Projects

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

- The ‘Good Student Passport 3.0’ will focus on building students’ sense of responsibility and self-discipline. Self-reflection will be included to encourage the students to keep improving and to take ownership of their behaviour and learning.
- Incorporating the janitor / teaching assistants’ observations into the Discipline Competition so that students can strive for excellence and show respect for all.
- Students will share their reflections on specific positive behaviour and the impact on others.
- The leadership training programme will be expanded to include class monitors and monitresses of P.1-3 to foster a culture of responsibility from an early age.
- Sharing students' achievements and photos during lunchtime broadcasts to strengthen students' sense of connection and engagement in school.
- Implement 'Just Feel' programme to support students' whole-person development, fostering responsibility and mutual support among classmates.
- Integrate a mandatory 5-minute fitness routine into all P.E. lessons to sustain targeted levels of moderate-intensity activity on campus.
- Launch 'Healthy Monday' initiative to reinforce positive dietary habits, encouraging students to choose nutritious snacks during recess and consume balanced meals at lunchtime.
- Organize parental seminars on good sleeping habits, healthy eating and exercising habits to overall healthy lifestyles of students.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
1. To enhance students' self-discipline and ability to follow rules	- Implement whole-school approach Award scheme – Good Students Award, aligned with "My Pledge to Act", "Good Students Passport 3.0 for P.1-5", thematic talks for students and parents, discipline competitions and quizzes on school rules and regulations. - Publicly recognize well-behaved students or classes in the recess regularly. Teachers invite students to share reflections on self-discipline or honesty and their impact in VE lesson. - Teachers implement class reward system P.1-5 and display a "Good Behaviour Chart" in the classrooms. Reward classes demonstrating good self-discipline and positive behaviour in that month. - Focus on the self-discipline issues in P.6 level in 2026-2027, "Bridge to Secondary (B2S) Program" will be implemented. Tie self-discipline to "Secondary School Readiness." The scheme is designed primarily to support character building among the P.6 students.	- 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 100 or above - 80% of teachers observe students' sense of self-discipline and ability to follow rules are enhanced - 97% of the students can be punctual to school - 90% of the students can receive appreciation for their good and positive behaviour from teachers and 75% of the students' parents can recognize the students' good performance in the booklet.	- Teachers Observation - Stakeholder Survey for students and teachers (SHS) - Students attendance record - Good Students Passport 3.0 - Reflective Journal (VE Booklet)	Whole year	- Guidance and Counselling (G&C) Stream - Discipline Stream - PTA	- Community Network - Prizes - Good Students Passport 3.0 - Good Behaviour Chart - B2S record log

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
1. To enhance students' self-discipline and ability to follow rules	- Arrange training sessions for members of Big Brothers and Big Sisters Programme, School Prefects, Wellness Ambassadors, Flag-raising Team as well as Monitor and Monitress of P.1-3 to nurture their values on how to be a responsible and disciplined team member Recruit 10-15 lower primary students to join the serving team such as shadowing of School Prefect.				- 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 especially on classroom rules and self-management (Such as packing schoolbag or managing the HW bag) 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 - Student Affair Stream (P.1 Transition) - SSW	Cue cards/posters

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2. To nurture students' positive values and attitude, especially responsibility, integrity and gratitude	- Implement a themed national education module on space technology and space security, comprising a thematic seminar, a documentary screening and supplementary educational activities, to deepen students' understanding of national advancements and foster a sense of pride and responsibility.	- 75% of teachers find that 80% of students demonstrate observable changes in behaviours (such as admitting mistakes, returning borrowed items, offering thanks, or fulfilling duty posts on time) and other positive values in daily interactions - 75% of the teachers report that 80% students show active participation in relationship building activities and connectedness to the school - An increase in the Q-score of APASO in the target subscales of Affect, School Satisfaction and School Atmosphere - The mean score of students' perception on Support for Student Development in SHS is 4.0 or above - The mean score of students' perception on School Climate in SHS is 4.0 or above	- Survey for Teachers and Students - Observation - Reflective Journal - APASO-III - SHS	Whole year	- NE Stream - G & C Stream	Patriotic Education Centre
	- Strengthen student participation and ownership in the 'One Student One Post' programme by clearly defining roles, setting meaningful responsibilities, and encouraging active contribution to the school community, thus cultivating a sustained sense of responsibility and pride in their roles.				- Discipline Stream -	- 'One Student One Post' poster
	- Implement an 'Honesty Wall' initiative that provides a platform for students to reflect on and record personal acts of honesty, while also recognising and celebrating honest behaviours observed among peers, thereby reinforcing integrity as a core value.				- Discipline Stream	- Honesty Wall
	- Pilot two modules from the 'Just Feel' Social and Emotional Learning and Relationship Building Curriculum within Values Education (VE) lessons, to explicitly teach emotional regulation, self-management skills and positive relationship skills that underpin values such as gratitude and integrity.				- G & C Stream	- Materials from 'Just Feel'

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
2. To nurture students' positive values and attitude, especially responsibility, integrity and gratitude	- Conduct regular class sharing sessions where students are encouraged to express both positive and challenging emotions, as well as share experiences of gratitude, in a safe and supportive environment, to foster trust, empathy, and mutual support among classmates.				- G & C Stream	
	- Organise a 'Gratitude Week' twice a year (before Christmas and at the end of the academic year), during which students are invited to design thank-you cards or convey gratitude messages to individuals who have offered them help or support, to deliberately practise and internalise the value of gratitude.				- G & C Stream	- Materials for cards design
	- Establish a 'Values Education Ambassadors' team to lead lunchtime broadcasts featuring student-shared messages and stories related to responsibility, integrity, and gratitude, thereby promoting a positive, value-driven school culture through peer influence and consistent messaging.				- G & C Stream	- IT equipment
	- Promote gratitude by using lunchtime broadcasts to highlight students' daily school experiences, acknowledge their achievements, and celebrate their active participation—building a shared sense of accomplishment, belonging, and mutual appreciation.				- G & C Stream	- Photos of school functions and class activities

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
	- Optimise the Life-planning Programme at Key Stage 2 by arranging "Small Stories, Big Achievements" sharing sessions, featuring guest speakers from diverse professions who share their personal growth journeys, career insights, and professional anecdotes, to broaden students' horizons and connect values to real-life aspirations.				- SSW - G & C Stream	- Community Network

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 interactive workshops for students on key wellness topics (e.g., healthy eating, addiction prevention, digital balance, and good sleeping habits). • Implement structured activities under the "Active Students, Active People" MVPA60 Scheme to help students build a consistent habit of daily physical activity. • Organize the Joyful Fruit and Vegetables Month activities once per school term to promote increased daily produce consumption. • Launch a 'Healthy Monday' initiative to encourage students to start each week with nutritious food choices and healthier dietary habits. • Deploy trained Wellness Ambassadors during recess to actively guide schoolmates and share practical tips on choosing nutritious snacks and meals. • Organize activities led by Wellness Ambassadors and BBBS to promote healthy lifestyles (e.g., Fruit & Veggie Bingo and Riddles – a recess game where students spot	- 75% of students chose to have fruit as snacks for 14 days or more during the Joyful Fruit Month events. - 70% of students are within the acceptable weight range in KPM 24 - 70% of students exercise or practise a sport after school for at least 3 days a week - 70% 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 as shown in the APASO - 75% of students spend not more than 1 hour on information technology for leisure before and after school; and 65% of students spend not more than 2 hours on information technology for leisure on weekends, as shown in the APASO - The mean score of students' perception of Support on Student Development in SHS is 4.0 or above	- Stakeholder Survey for Teachers, Students and Parents - Observation - KPM Data - APASO	Whole Year	- Healthy School Team - PE Panels - GS/ Pri Human 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	and name different fruits/vegetables to win small prizes (e.g., sticker rewards) encouraging students to express love, care, and peer-to-peer support across the campus. ➢ 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) • Organize parent-child competitions or family fitness challenges to motivate families to exercise together and strengthen home-school wellness connections.	- The mean score of students' perception on School Climate in SHS is 4.0 or above	- Stakeholder Survey for Teachers, Students and Parents - Observation - KPM Data - APASO	Whole Year	- PTA Vice-chairman (DH) - PTA Activity Coordinators	- NGO