



LI CHENG UK
GOVERNMENT PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

2021-2024



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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 years 2018-2021

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

Holistic Review: Effectiveness of the School Development Plan 2018-2021

Major Concern	Extent of targets achieved	Follow-up action
1. To nurture students' innovative spirit	<p><u>To offer solution-based challenges to students in different KLAs inspiring critical thinking and real-world application - mostly achieved</u></p> <ul style="list-style-type: none"> - With the use of technological products like drone, micro:bit, and different interactive apps such as Padlet, Kahoot, Nearpod, students participated actively in class and learning became more enjoyable. - About 90% of the students agreed that the learning tasks were thought-provoking and able to stimulate their innovative spirit. 	<ul style="list-style-type: none"> - As students were more interested and active in those lessons with interactive apps and technological products, teachers will continue to explore opportunities for students to work on them so as to enhance learning motivation and effectiveness. - The school will continue to purchase various teaching resources to support learning.
	<p><u>To launch Project-based learning engaging students in deep thinking while connecting their learning across disciplines to the world around them-mostly achieved</u></p> <ul style="list-style-type: none"> - Students were engaged in deep thinking in project-based learning. They were able to integrate and apply their knowledge from different KLAs to complete the STEAM project. - Support from QEF Network Co-ordinating School was provided to strengthen the implementation of scientific investigation in STEAM project. 	<ul style="list-style-type: none"> - As problem-solving and critical thinking skills are important generic skills for life-long learning, project-based learning tasks and STEAM project will be continued as one of the strategies in the next school development plan.

Holistic Review: Effectiveness of the School Development Plan 2018-2021

Major Concern	Extent of targets achieved	Follow-up action
1. To nurture students' innovative spirit	<p><u>To build a culture of innovation - partially achieved</u></p> <ul style="list-style-type: none"> - Due to prolonged class suspension and the need of keeping social distancing in face-to-face teaching, out-of-classroom experiential learning activities, STEM-related competitions, i-Theater 'Experience' Tour, peer sharing and many other activities could not be implemented, thus affecting the learning outcomes of inspiring students' innovative spirit and understanding about modern technology. - STEM in ECA and STEM Day were conducted. Students employed what they have learnt in class and showed active participation, creative ideas and enjoyment in the activities. 	<ul style="list-style-type: none"> - Out-of-classroom experiential learning activities, STEM-related learning activities and competitions will be arranged to match with different KLAs as one of the strategies to nurture students to become confident life-long learners in the next school development plan.
	<p><u>To enhance teachers' professional development- fully achieved</u></p> <ul style="list-style-type: none"> - Workshops and sharing sessions were arranged for teachers on STEM education and computational thinking to enhance knowledge transfer and building competency in applying technology or STEM elements in teaching. - Teachers reflected that they have applied modern technology or STEM elements to enhance teaching. 	<ul style="list-style-type: none"> - Workshops and sharing sessions will be arranged as routine work to enhance teaching and learning.

Holistic Review: Effectiveness of the School Development Plan (2018-2021)

Major Concern	Extent of targets achieved	Follow-up action
2. To promote harmony in diversity	<p><u>To foster understanding and respect for different ethnic groups - partially achieved</u></p> <p>Cultural Day, Cultural and Language Classes, Flag-raising Ceremonies and Thematic Talks were arranged to foster pupils' understanding and respect for different ethnic groups. Pupils showed active participation and positive attitude in the activities.</p> <p>Since the beginning of 2020, resulting for the outbreak of COVID-19, educational excursions and some play-based activities could not be implemented and thus affecting the effectiveness of the targets achieved.</p>	<p>- Moral, civic and national education programmes, whole school approach programmes, educational talks and thematic talks, play-based activities, extra-curricular activities, Basic Law education programmes and flag-raising training will be arranged as strategies to support the development of positive values among students in the next school development plan.</p>
	<p><u>To enhance cooperation, complementary and integration into the local community - partially achieved</u></p> <p>Infusion of Chinese elements in ECA and Cultural Day as well as reading Chinese books with themes on traditional festivals, cultures and virtues enhanced students' understanding and integration into the local community.</p> <p>Since the beginning of 2020, resulting for the outbreak of COVID-19, study tours to Mainland China and visits to landmarks like Golden Bauhinia Square and Legislative Council could not be arranged to foster students to understand the development in China and its relation to our society.</p>	<p>- Social services, community visits and workshops will be organized as strategies to promote empathy, mutual understanding and socially adept behavior in the next school development plan.</p>

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> - The School has a clear direction of development and strategically formulates plans in line with it. - The school makes effective utilization of internal and external resources to strengthen learning and teaching. - The school systematically collects data on learning and teaching with a view to monitoring students' performance and progress. - There is a well-structured organizational framework and the "Policies and Procedural Manual" is updated regularly allowing for effective management of the school. - There is good communication among staff and various stakeholders through formal and informal meetings. 	<ul style="list-style-type: none"> - Communication and collaboration among subject panels and teams could be enhanced for even better realization of the school tactics.
2. Professional Leadership	<ul style="list-style-type: none"> - The principal and the middle management have a harmonious working relationship with teachers. - The principal provides effective guidance to the continuous development of the school. There are professional leaders in coordinating the work of the different committees and subjects. - The subject panels are knowledgeable and experienced. They are familiar with the need of the students and they effectively monitor the development of the subjects. - Teachers' professional development is enhanced through professional development programmes, collaborative lesson planning and peer lesson observation. - Teachers are encouraged to attend workshops and talks related to their teaching and administrative duties. 	<ul style="list-style-type: none"> - Efforts should be made to optimize staff training on national security education such as attending training programmes organized by EDB.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> - The curriculum of the school is in line with the trend of the educational development and has catered for the diverse interests and needs of the students. All teachers strive to provide all-round education for the students. - Subject panels are able to monitor curriculum implementation through regular meetings, collaborative lesson planning, lesson observations and evaluations. - The school has joined various support programmes (P.3 NCS Picture Book Learning Circle, P.4 Cross-curricular Reading English Learning Circle, Quality Education Fund Thematic Network - STEM in P.5 General Studies) to enrich the school-based curriculum of different key learning areas. - Internal assessment results are systemically analyzed with follow-up suggestions to monitor students' performance and progress. - Apart from traditional assessment such as Tests and Exams, STAR platform is also adopted as an alternative assessment tool. 	<ul style="list-style-type: none"> - The curriculum of STEAM subjects including General Studies, Math, IT and Visual Arts could be further refined. - Reading across the curriculum will be emphasized to draw connections in different KLAS. - More external resources will be sought to enrich the school-based curriculum. - The mode of assessment for P.1 could be revised.
4. Student Learning and Teaching	<ul style="list-style-type: none"> - Most teachers are very experienced and they understand the students very much. - Doing pre-lesson preparation and reflective learning are some of the teaching strategies adopted to enhance learning and teaching effectiveness. - Teachers are confident in teaching. They help students to construct knowledge and create a good learning environment for students. - The infrastructure of the school has been upgraded and various new technological products are being used to promote e-learning and STEM Education in school. - Some teachers make good use of IT and e-learning strategies in the classroom to supplement their teaching. - Students participate more actively in lessons with e-learning tools and technological products. 	<ul style="list-style-type: none"> - Many students are passive receptors of knowledge. Some of them do not apply effective learning strategies and are not confident in learning. They should be taught explicitly and systematically on how to employ various learning strategies to enhance their learning. - Better teaching pedagogies emphasizing active participation, cooperative learning, experimental learning, and inspiring students' innovative spirit could be explored through professional development and collaborative lesson planning. - Promotion of reading and different reading programmes could be organized to enhance learning effectiveness.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
5. Student Support	<ul style="list-style-type: none"> - Chinese Elite Class, Chinese Remedial Class and Maths Remedial Class are arranged to cater for learner diversity. - Teaching assistants are deployed to offer extra support in Chinese Writing lessons and classes with students with special educational needs. - Various groups and committees work closely in providing timely support necessary for students' physical, psychological and spiritual well-being. - Resources have been allocated to help students and families tackling with transition, diversity and special educational needs. - The School provides various extra-curricular activities for students to develop life skills and stretch their talents in non-academic areas. - After-school language classes are arranged to meet the interests of students from different countries. 	<ul style="list-style-type: none"> - Homework support in IL Lessons could be arranged to cater for learner diversity. - Support programmes on fostering responsibility and leadership could be implemented. - More capable students could be nominated to join programmes on gifted education.
6. Partnership	<ul style="list-style-type: none"> - Multiple channels have been established for maintaining close liaison with parents. Parents are well-informed of school affairs and development. Their views are highly regarded and their opinions are well followed up. - Parents Education Programmes are conducted to equip parents with parenting skills and techniques to enhance learning and development of their children. - Members of PTA are enthusiastic and proactive. They trust the school and support its direction of development. Some parents are willing to engage themselves actively as volunteers in different school functions. - Connections have been developed with local schools, various organizations and tertiary institutions to offer support for curriculum development and students' development. 	<ul style="list-style-type: none"> - Invitations could be made to those specific parents who have the genuine need of parenting skills and techniques to enhance children development. - Online parent workshops and sharing sessions could be arranged to enhance their participation. - Parent involvement in school functions could be extended.

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
7. Attitude and Behaviour	<ul style="list-style-type: none"> - Students enjoy their school life and they get along well with their schoolmates. - Students are responsive to teachers' guidance and support. - Students respect teachers and treasure teacher-student relationship. - The school has cultivated students' positive values and behaviour through Moral, Civic and National Education, Strive for Improvement Programme and Understanding Adolescent Programme. 	<ul style="list-style-type: none"> - The school-based Moral, Civic and National Education Programme could be refined by playing emphasis on responsibility, empathy and socially adept behaviour for the next development cycle. - Law-abidingness and empathy should be promoted through structured programmes, community visits and educational talks. - Students' self-discipline, self-management and problem-solving skills could be further enhanced.
8. Participation and Achievement	<ul style="list-style-type: none"> - An extensive range of extra-curricular activities are provided for students. - Students actively take part in a wide range of activities and competitions. - Students have made outstanding achievements in STEM competitions and Speech Festival. - Students are given plenty of opportunities to perform inside and outside school. - Students' confidence and potentials are greatly developed and fostered through internal and external activities. They also contribute to promoting a good school image to the public when they perform outside school. - Students have good language proficiency in English. - Students are eager to engage themselves in voluntary work such as visiting elderly home and flag selling. 	<ul style="list-style-type: none"> - More opportunities can be offered to high achievers, allowing them to gain experience of tackling different challenges. - More students can be encouraged to participate in voluntary work in order to enable them to become a more active and responsible citizen.

Major Concerns for the years 2021-2024

1. Nurturing students to become confident and enthusiastic life-long learners
2. Empowering students to become responsible, empathetic and socially adept young individuals

SWOT Analysis

Strengths	<ul style="list-style-type: none"> - The School has a clear direction of development and a well-structured organizational framework has been established allowing for effective management of the school and the pursuit of its objectives. - Teachers are well qualified and experienced. They have provided a lot of support to students' learning and development. - Students generally enjoy going to school and are positive towards school life. Most of them are easy going and show interest in learning. - Parents are supportive. Home-school cooperation is well-practiced. The school atmosphere is harmonious. - The infrastructure of the school has been upgraded and various new technological products are being used to promote STEM Education in school. Students can access to a variety of e-learning tools and media that can enhance their overall learning experience. Teachers make use of e-learning strategies in the classroom to supplement their teaching. - The high variety in ethnicity of students results in a multi-cultural environment. Students get along well with each other. External links have been developed and community resources have been utilized for facilitating integration of students and families into the local community.
Weaknesses	<ul style="list-style-type: none"> - The campus of our school has limited the groupings and varieties of activity being held. - Teachers need more exposure to new ideas and technologies. - Many students do not have regular reading habits to read leisure reading materials and newspapers. - Most students are passive receptors of knowledge. Their learning strategies, critical thinking and problem solving skills need to be further enhanced. - Family support for students' learning is limited. Some students do not have computers or internet at home. - Some students take leave frequently and this weakens their learning efficiency.
Opportunities	<ul style="list-style-type: none"> - A wide range of teacher training programmes are provided by EDB and also tertiary educational institutions. - School-based Support Programmes and Learning Circles enhance professional development of teachers and enrich teaching pedagogies. - Additional funding gives valuable resources for developing new programmes to support both learning and teaching, as well as guidance and counselling services.
Threats	<ul style="list-style-type: none"> - More and more local primary schools admit NCS students. - Parents and students have yet to adjust to fulfil the academic requirements for career development and further studies. - Prolonged school suspension affects the implementation of various activities and school functions.

Major Concern 1: Nurturing students to become confident and enthusiastic life-long learners

Targets	Time Scale			Outline of Strategies
	21-22	22-23	23-24	
1. To enhance students' effective learning strategies and study skills	✓	✓	✓	<ul style="list-style-type: none"> - Teach and develop students' various learning strategies and study skills (pre-lesson enquiry, highlighting key words, note-taking, dictionary skills, use of time line, mind map, tables to organize ideas and information, proof reading and self-reflection) - Enrich learning tasks for students to employ different learning strategies and study skills - Display and share students' work to develop confidence and enthusiasm in learning - Provide e-learning resources in school website and google classroom platform for self-learning
2. To cultivate problem solving and critical thinking skills	✓	✓	✓	<ul style="list-style-type: none"> - Teach and develop students' coding and computational thinking skills - Enrich STEM learning activities and offer solution-based challenges in different KLAS - Implement mini projects / STEAM Project, scientific investigations and mapped module - Arrange STEM related school-based competitions and inter-school competitions
3. To nurture students' reading habits and enhance their reading ability	✓	✓	✓	<ul style="list-style-type: none"> - Launch different reading programmes - Implement reading award scheme - Organize reading workshops / talks to promote reading - Introduce subject-based reading strategies and develop reading tasks for teaching different reading skills - Expose students to a variety of texts and topics through reading across the curriculum
4. To enhance teachers' professional development on recent trends in pedagogy	✓	✓	✓	<ul style="list-style-type: none"> - Organize teachers' workshops or talks on STEM / computational thinking education and other relevant themes - Conduct sharing sessions by teachers - Discuss teaching strategies in collaborative lesson planning meetings

Major Concern 2: Empowering students to become responsible, empathetic and socially adept young individuals

Targets	Time Scale			Outline of Strategies
	21-22	22-23	23-24	
1. To foster the sense of responsibility and self-discipline in daily life	✓	✓	✓	<ul style="list-style-type: none"> - Enhance the element of responsibility in MCNE - Launch the whole-school approach program – homework completion award scheme - Arrange responsibility and self-discipline training programs
2. To promote empathy and mutual understanding	✓	✓	✓	<ul style="list-style-type: none"> - Enhance the element of empathy in MCNE - Participate in social services with targets of elderly and people with special needs - Organize community visits and workshops - Arrange activities organized by Eldpathy to enhance their experience of the feelings and the needs of the elderly - Arrange storytelling activities concerning empathy in Library lessons
3. To cultivate socially adept behaviour to face the challenges in life	✓	✓	✓	<ul style="list-style-type: none"> - Enhance the element of socially adept behavior in MCNE - Arrange thematic talks and exhibitions with law and order as the theme - Organize support programs (e.g. play-based activity) and visits (e.g. Hong Kong Correctional Service Museum / Tai Kwun) - Arrange educational talks with the related topics