



LI CHENG UK  
GOVERNMENT PRIMARY SCHOOL

# ANNUAL SCHOOL PLAN

2021-2022



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Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To enhance students' effective learning strategies and study skills	<ul style="list-style-type: none"> <li>- Teach and develop students' various learning strategies and study skills through pre-lesson enquiry and self-reflection in order to build up students' good learning habits in the 4 core subjects <i>KS1: Highlighting key words, Dictionary skills and Use of timeline</i> <i>KS2: Notetaking, Mind map, Tabling to organize ideas or information and Proof reading</i></li> <li>- Enrich learning tasks for students to employ different learning strategies and study skills</li> <li>- Display and share students' work to develop confidence and enthusiasm in learning through Classroom Display Board, News</li> </ul>	<ul style="list-style-type: none"> <li>-70% of the students are able to apply various learning strategies and study skills in their learning tasks</li> <li>-At least 2 learning tasks with learning strategies and study skills are enriched in each term</li> <li>-70% of the students agree that display of their work can build up their confidence and enthusiasm in learning</li> </ul>	<ul style="list-style-type: none"> <li>-Assessment of students' learning tasks</li> <li>-Survey</li> <li>-Assessment of students' learning tasks</li> <li>-CLP Records</li> <li>-Survey</li> </ul>	Whole year	DH, CD, IT Support Team, Subject Panels, Subject Teachers	Network, PCs, tablets and equipment

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	<p>Flash Articles or LCU Show case</p> <p>- Provide e-learning resources in school website and google classroom platform for self-learning among 4 core subjects and reading</p>	<p>-At least 2 e-Learning resources are updated in each term</p> <p>-70% students agree that the links provided are useful in developing their self-learning strategies and study skills</p>	<p>-Survey</p>			

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2. To cultivate problem solving and critical thinking skills	<ul style="list-style-type: none"> <li>- Teach and develop students' coding and computational thinking skills in IT lessons for the preparation of implementation of CoolThink@JC 2022/23</li> <li>- Enrich STEM learning activities and offer solution-based challenges in different KLAs (Chinese, English, Math, GS &amp; VA)</li> <li>- Implement mini projects / STEAM Project, scientific investigations and mapped module</li> <li>- Arrange STEM related school-based competitions and inter-school competitions</li> </ul>	<p>-70% of the P.5 &amp; P.6 students are able to apply the coding and computational thinking skills in assignments or in IT project</p> <p>-70% of students agree that the STEM learning activities and solution-based challenges in different KLAs are able to develop their problem solving and critical thinking skills</p> <p>-70% of the students are interested in the projects and agree that these projects are able to cultivate their problem solving and critical thinking skills</p> <p>-At least 2 STEM related school-based or inter-school competitions are participated</p>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- Survey</li> <li>- Review mini projects/ STEAM project</li> <li>- Lesson Observation</li> <li>- Survey</li> <li>-Assess the performance of students in competitions</li> </ul>	Whole year	DH, CD, IT Support Team, Subject Panels, Subject Teachers	Network, PCs, tablets and equipment

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3. To nurture students' reading habits and enhance their reading ability	- Launch different Reading Programs to enhance students' reading ability	-75% of students participate in at least 1 Reading Program or Competition	-Survey -Review Reading Record	Whole year	School Librarian, Chinese and English Subject Panels	Clerical support
	- Implement Reading Award Scheme to nurture students' reading habit	-75% of the students can achieve the assigned number of books	-Review Reading Award Scheme Record		School Librarian	
	- Organize Reading Workshops / Talks to promote reading	-At least 1 Parent Reading workshop/talk is arranged	Review Parents' passport		School Librarian	
	- Introduce subject-based reading strategies and develop reading tasks for teaching different reading skills	-70% of students can read at least 2 subject-based book(s) / e-book(s) and develop the specific reading skills in each term	-Survey -Observation		School Librarian & Subject teachers	
	- Expose students to a variety of texts and topics through reading across the curriculum	-70% of the students borrow and read at least 3 different reading texts	-Review Borrowing Record		School Librarian	

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4. To enhance teachers' professional development on recent trends in pedagogy	<ul style="list-style-type: none"> <li>- Organize teachers' workshops or talks on STEM / computational thinking education and other relevant themes</li> <li>- Transfer of knowledge and cross fertilization among schools and teachers on reading strategies or self-learning strategies</li> <li>- Discuss teaching strategies in collaborative lesson planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>-At least 2 workshops/talks about STEM/ Coding are arranged</li> <li>-80% of the teachers agree that the workshops and talks can enhance their professional knowledge</li> <li>-At least 2 sharing sessions are conducted</li> <li>-At least 2 subject-based teaching strategies and study skills are discussed in CLP each term</li> </ul>	<ul style="list-style-type: none"> <li>-Survey</li> <li>-Survey</li> <li>-Observation</li> <li>-Lesson Observation</li> </ul>	Whole year	DH, CD, IT Support Team, Subject Panels, Subject Teachers	Teachers from Network Co-Ordinating / Learning Community School, Clerical support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
1. To foster the sense of responsibility and self-discipline in daily life	<ul style="list-style-type: none"> <li>- Enhance the element of responsibility in MCNE: Strengthening the SIP through “HK Stories”</li> <li>- Launch the whole-school approach program – Homework Completion Award Scheme</li> <li>- Arrange responsibility training programs               <ul style="list-style-type: none"> <li>i. Thematic talk – responsibility and self-discipline</li> <li>ii. Training programs for target students: prefects, members of Big Brothers and Big Sisters Program and other student leaders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the teachers agree that the enhanced element of responsibility is effective in fostering the sense of responsibility among students</li> <li>- 60% of students can hand in their assignments on time in each term</li> <li>- 80% of the participants agree that the responsibility training programs are effective in developing their sense of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- Observation</li> </ul>	Whole year	D, G & C Team, SGP, Relevant Teachers	Clerical support

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2. To promote empathy and mutual understanding	<ul style="list-style-type: none"> <li>- Enhance the element of empathy in MCNE: Deepening the SIP content through case sharing, role play, teaching forgiveness and respecting one another's differences</li> <li>- Arrange educational talks with related topics               <ul style="list-style-type: none"> <li>i. Empathy</li> <li>ii. Respecting life</li> </ul> </li> <li>- Participate in social services with elderly and people with special needs as targets               <ul style="list-style-type: none"> <li>i. Flag-selling</li> <li>ii. Visit to special schools</li> <li>iii. Visit to elderly homes</li> <li>iv. Gift donation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the teachers agree that the enhanced element of empathy in MCNE is effective in fostering empathy and mutual understanding among students</li> <li>- 80% of the teachers agree that the educational talks were effective in helping students to show empathy and respect towards life</li> <li>- 80% of the participants show their understanding of the needs of elderly and people with special needs</li> </ul>	<ul style="list-style-type: none"> <li>- Survey</li> <li>- Observation</li> </ul>	Whole year	D, G & C Team, SGP, School Librarian, Relevant Teachers	Clerical support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<ul style="list-style-type: none"> <li>- Organize community visits and workshops               <ul style="list-style-type: none"> <li>i. Food Angel</li> <li>ii. Crossroads</li> <li>iii. Feeding Hong Kong</li> </ul> </li>   <li>- Arrange experiential learning programs and training workshops to understand the need of the elderly:               <ul style="list-style-type: none"> <li>Eldpathy</li> </ul> </li>   <li>- Arrange storytelling activities concerning empathy in Library lessons               <ul style="list-style-type: none"> <li>i. Buying books on related theme</li> <li>ii. Peer reading</li> <li>iii. Storytelling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the participants partake and involve actively in the visits and workshops</li>   <li>- 80% of teachers agree that the programs and workshops are in fostering students' empathy and understanding the need of the elderly</li>   <li>- 80% of the participants agree that the storytelling activities are effective in fostering empathy</li> </ul>				

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3. To cultivate socially adept behavior to face the challenges in life	<ul style="list-style-type: none"> <li>- Enhance the element of socially adept behavior in MCNE</li> <li>i. Strengthen the SIP content regarding fostering self-confidence, positive communication skills, ability to take feedback, proper reactions to different situations and law-abidingness</li> <li>ii. promote Basic Law education through exhibitions, talks and visits to landmarks like Golden Bauhinia Square, Legislative Council, etc.</li> </ul> <ul style="list-style-type: none"> <li>- Arrange thematic talks and exhibitions with law and order as the theme</li> <li>i. Law-abiding behavior</li> <li>ii. Respect rule of law</li> <li>iii. National Security Law</li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the participants agree that the enhanced element of socially adept behavior in MCNE is effective in cultivating students' socially adept behavior to facilitate them to face the challenges in life</li> </ul> <ul style="list-style-type: none"> <li>- 80% of the participants agree that the thematic talks can help to cultivate students' socially adept behavior to face the challenges in life</li> </ul>	<ul style="list-style-type: none"> <li>- survey</li> <li>- observation</li> </ul>	Whole year	D, G & C Team, SGP, Relevant Teachers	Clerical support

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<ul style="list-style-type: none"> <li>- Organize support programs               <ul style="list-style-type: none"> <li>i. Play-based activity</li> <li>ii. Visit to Tai Kwun</li> <li>iii. Visit to Hong Kong Correctional Service Museum</li> </ul> </li>   <li>- Arrange educational talks with related topics               <ul style="list-style-type: none"> <li>i. Law enforcement and law-abidingness (conducted by the police)</li> <li>ii. Effective and positive communication skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 80% of the teachers agree that the support programs are effective in cultivating students' socially adept behavior to facilitate them to face the challenges in life</li>   <li>- 80% of the teachers agree that the educational talks are effective in cultivating students' socially adept behavior to facilitate them to face the challenges in life</li> </ul>				