



LI CHENG UK  
GOVERNMENT PRIMARY SCHOOL

# ANNUAL SCHOOL PLAN

2021-2022



Address:  
43 Tonkin Street,  
Sham Shui Po,  
Hong Kong

Telephone: 2386 8243  
Website: [www.lcu.edu.hk](http://www.lcu.edu.hk)

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
	<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>			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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>	<ul style="list-style-type: none"> <li>-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</li> <li>-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</li> <li>-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</li> <li>-At least 2 STEM related school-based or inter-school competitions are participated</li> </ul>	<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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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>				

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
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> </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> </ul>				
	<ul style="list-style-type: none"> <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 educational talks are effective in cultivating students' socially adept behavior to facilitate them to face the challenges in life</li> </ul>				