



**Li Cheng Uk
Government Primary School**

Annual School Plan 2022-2023



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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"> - Enrich students' various learning strategies and study skills through pre-lesson enquiry, learning activities and self-reflection in order to build up students' good learning habits in the 4 core subjects <i>KS1: Highlighting key words, Dictionary skills, use of timeline and "Flipped Classroom"</i> <i>KS2: Notetaking, Mind map, Tabling to organize ideas or information, Proof reading and use of IT (eg..e-platforms and various learning apps)</i> - Enrich learning tasks for students to employ different learning strategies and study skills 	<ul style="list-style-type: none"> - All the students are able to apply various learning strategies and study skills in their learning tasks to a variable degree -At least 2 learning tasks with different learning strategies and study skills are enriched in each term 	<ul style="list-style-type: none"> -Assessment of students' learning tasks -Teachers' Survey -Assessment of students' learning tasks -CLP Records 	Whole year	DH, CD, IT Support Team, Subject Panels, Subject Teachers	Network, PCs, tablets and equipment

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	<ul style="list-style-type: none"> - Display and share students' work to develop confidence and enthusiasm in learning through Classroom Display Board, LCU Newsflash or LCU Show case - Provide e-learning resources on school website / Google Classroom platform for self-learning in different KLAs 	<ul style="list-style-type: none"> -75% of the students agree that display of their work can build up their confidence and enthusiasm in learning -At least 2 e-Learning resources are updated in each term -75% of the students agree that the links provided are useful in developing their self-learning strategies and study skills 	<ul style="list-style-type: none"> -Students' Survey -Review school website and Google Classroom platform - Students' Survey 			

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2. To cultivate problem solving and critical thinking skills	<ul style="list-style-type: none"> - Teach and develop students' coding and computational thinking skills in IT lessons for the implementation of CoolThink@JC - Enrich STEM learning activities and offer solution-based challenges in different KLAs (Chinese, English, Math, GS & VA) - Implement mini projects / STEAM Project, scientific investigations and mapped module / IT inter-class competition - Arrange STEM related school-based competitions and inter-school competitions 	<ul style="list-style-type: none"> -Most of the P.4 - P.6 students are able to apply the elementary coding and computational thinking skills in assignments or in IT project -75% of the 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 -75% of the students are interested in the projects and agree that these projects are able to cultivate their problem solving and critical thinking skills -At least 3 STEM related school-based or inter-school competitions are participated 	<ul style="list-style-type: none"> - Teachers' Survey - Students' Survey - Review mini projects/ STEAM project - Lesson Observation - Students' Survey -Assess the performance of students in competitions 	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 various Reading Programs such as Weekend Reading Scheme and eRead Scheme to enhance students' reading habits	-80% of the students participate in at least 2 Reading Programs	-Review records of Reading Programs	Whole year	School Librarian, Chinese and English Subject Panels	Clerical support
	- Implement Reading Award Schemes such as eWorks Award Scheme, Reading Challenge and Reading Competition to enhance students' reading ability	-80% of the students participate in 2 Reading Award Schemes -At least 1 Story-telling Competition is arranged	-Review records of Reading Award Scheme -Observation		School Librarian	
	- Organize Reading Workshops / Talks to promote reading for parents / students	-At least 1 Parents' Reading Workshop/Talk and 1 Students' Reading Workshop/Talk is arranged	-Review parents' and students' survey		School Librarian	
	- Introduce subject-based reading strategies and develop reading tasks for teaching different reading skills (e.g. inferring and summarizing)	-80% of the students agree that such reading skills can enhance their reading effectiveness	-Students' Survey -Observation		School Librarian & Subject teachers	

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	<ul style="list-style-type: none"> - Expose students to a variety of texts and topics through theme books display in the library and Reading across the Curriculum (RaC) 	<ul style="list-style-type: none"> -75% of the students borrow and read at least 3 different reading texts -Most of the P.4-6 students complete at least 2 related worksheets on RaC in the English subject. 	<ul style="list-style-type: none"> -Review Borrowing Record -Review RaC worksheet 		School Librarian & Subject teachers	

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4. To enhance teachers' professional development on recent trends in pedagogy	<ul style="list-style-type: none"> - Organize teachers' workshops or talks on STEAM / computational thinking education and other relevant themes - Transfer of knowledge and cross fertilization among schools and teachers on reading strategies, subject-based or self-learning strategies - Discuss teaching strategies and evaluation of their effectiveness in collaborative lesson planning meetings 	<ul style="list-style-type: none"> -At least 2 workshops/talks about STEAM/ Coding are arranged -85% of the teachers agree that the workshops or talks on STEAM can enhance their professional knowledge -At least 2 sharing sessions are conducted in the four core subject meetings -At least 2 subject-based teaching strategies and study skills are shared and discussed in CLP each term eg. "Flipped Classroom" or Use of IT 	<ul style="list-style-type: none"> -Observation - Teachers' Survey -Observation -Lesson Observation -CLP Records 	Whole year	DH, CD, IT Support Team, Subject Panels, Subject Teachers	Clerical support

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1. To foster the sense of responsibility and self-discipline in daily life	<ul style="list-style-type: none"> - Arrange thematic talks – sense of responsibility and self-discipline in daily life to let students understand what their roles are as a responsible person at school, at home and in the society - Enhance the element of responsibility in Values Education through case sharing and role-play to let the students learn to be a responsible Hong Kong Citizen - Implement the whole-school approach program - Homework Completion Award Scheme (4 phases in the school year) - Launch home school cooperation scheme - Be a good helper in your family (2 phases in the school year) 	<ul style="list-style-type: none"> - 80% of the students agree that the thematic talks are effective to make them understand their roles are as a responsible person at school, at home and in the society - 80% of the teachers agree that the enhanced element of responsibility is effective in fostering the sense of responsibility as Hong Kong Citizens - Most of students can hand in their assignments on time in each phase - Less than 30% of the students need extra support and reminders from teachers to help them with the homework - 60% of students can help their parents with domestic chores at home in each phase 	<ul style="list-style-type: none"> - Students' Survey - Teachers' Survey - Homework completion Record - Teachers' Survey - Parents' Survey 	Whole year	D, G & C Team, SGP, Relevant Teachers	Clerical support

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	<p>- Arrange responsibility training programs for members of Big Brothers and Big Sisters Program, School Prefects, Flag-raising Team and Mentors of Mentorship Program to nurture their value on how to be a responsible team member</p>	<p>- 85% of the participants agree that the responsibility training programs are effective in developing their sense of responsibility and self-discipline</p>	<p>- Students' Survey</p>			

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2. To promote empathy and mutual understanding	<ul style="list-style-type: none"> - Arrange educational talks on empathy, respecting life and life-warriors (e.g. Disabled Athletes) will be invited - Enhance the element of empathy in Values Education through case sharing, role-play, teaching forgiveness and respecting one another's differences - Launch the 'Caring Star Election' in the class in each term for students to appreciate the empathetic acts and behavior of their classmates - Arrange target students to participate in social services such as flag-selling, visit to special schools and elderly homes and gift donation with elderly and people with special needs 	<ul style="list-style-type: none"> - 80% of the students agree that the educational talks were effective in helping themselves to understand empathy and respect towards life - 80% of the students agree that the enhanced element of empathy is effective in fostering empathy and mutual understanding - 80% of the students cast their votes in the election and give examples of the empathetic acts and behavior of their classmates - 80% of the participants show their understanding of the needs of elderly and people with special needs 	<ul style="list-style-type: none"> - Students' Survey - Students' Survey - Teachers' Survey - Students' Survey 	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"> - Organize community visits and workshops to Food Angel, Crossroads and Feeding Hong Kong - Arrange experiential learning programs or workshops to understand the need of the elderly (e.g. Eldpathy) and the blind - Arrange peer reading and storytelling activities concerning empathy in Library lessons 	<ul style="list-style-type: none"> - 80% of the participants find the visits/workshops useful to understand the needs of others and foster empathy and mutual understandings - 80% of teachers agree that the programs and workshops can foster students' empathy and understand the need of the elderly and the blind - 80% of the participants agree that the activities are effective in fostering empathy and mutual understanding 	<ul style="list-style-type: none"> - Students' Survey - Teachers' Survey - Students' Survey 			

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3. To cultivate socially adept behavior to face the challenges in life	<ul style="list-style-type: none"> - Arrange educational and thematic talks and mobile exhibitions with law and order as the theme on law-abiding behavior (law-abidingness), respect rule of law, National Security Law and law enforcement (conducted by the police). - Conduct the virtual visit to Tai Kwun and Hong Kong Correctional Service Museum - Enhance the element of socially adept behavior on fostering self-confidence with positive communication skills and the ability to take positive feedback and proper reactions to different situations and law-abidingness 	<ul style="list-style-type: none"> - 80% of the participants agree that the talks and visits can help them cultivate socially adept behavior to follow law and order in Hong Kong and to build up a law-abidingness concept in all situations - 80% of the participants agree that the enhanced element of socially adept behavior is effective in cultivating students' socially adept behavior to facilitate them to face the challenges by the application of positive communication skills and appropriate reactions when interacting with people 	<ul style="list-style-type: none"> - Students' survey - Students' survey 	Whole year	D, G & C Team, SGP, Relevant Teachers	Clerical support

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	<p>- Organize support programs like developmental group programs and play-based activity including Sensory Integration Therapy, Build up Healthy Lifestyle, Juggling and Board Games to develop students' effective and positive communication skills</p>	<p>- 80% of the teachers agree that the support programs and play-based activities are effective in cultivating students' socially adept behavior to interact positively with people by following the rules and regulations in activities as well as other daily situations</p>	<p>- Teachers' Survey</p>			