



Li Cheng Uk Government Primary School Annual School Plan 2024-2025

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
2024-2025**

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

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
1. To cultivate students' generic skills and self-directed learning skills	- Empower teachers with effective questioning techniques for KS1 (Sequence, Summary and Comparison) and KS2 (Summary, Inference, Analysis and Forecasting) to engage students in progressively more complex cognitive process	- 70% of the teachers agree in the Teachers' Survey that the workshop(s) or talk(s) can empower their questioning techniques and teaching strategies	- Teachers' Survey - Students' Survey - Lesson Observation - Student Questionnaire of Stakeholder Survey (SHS)	1 st Term	- Deputy Headmistress - Curriculum Development (CD) Mistress	- Relevant workshops from EDB or educational institutions
	- Design lessons and enrich learning materials through pre-lesson enquiry, learning activities or self-reflection to cultivate generic skills and self-directed learning skills in Chinese, English, Maths and GS	- 70% of the students are able to answer teacher's questions and apply the taught generic skills in their learning tasks and project work	- Assessment of students' learning tasks and project work - CLP Records - Review on the use of e-learning platform	Whole year	- CD Stream - Subject Panels of Chinese, English, Math and GS	- Relevant learning tasks
	- Discuss teaching strategies and generic skills to be developed or enhanced in collaborative lesson Planning (CLP) meetings e.g. Collaborative Learning, Use of technology, Reading to Learn, critical thinking skills, problem-solving skills, self-management skills	- 70% of the teachers reflect in the Teachers' Survey that teaching strategies shared and discussed in CLP are effective in cultivating students' generic skills and self-directed learning skills	- There is an increase in the mean scores on "teacher's questions can inspire students' thinking" and "the use of effective teaching strategies" in Student Questionnaire of the SHS	Whole year	- CD Stream - Subject Panels of Chinese, English, Math and GS	- Relevant learning tasks
	- Implement theme-based project work and cross-curricular project(s) of Chinese Culture	- 70% of the students make use of the resources and e-learning platforms provided for self-directed learning		Whole year	- Subject Panels	- Network - IT equipment - Various e-learning platforms

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Person in charge	Resource Required
2. To stimulate learning motivation and cater for learner diversity	- Make use of e-learning or design of interactive and hands-on activities to arouse motivation and participation (Flipped classroom in Chin, Eng, Maths & GS)	- 70% of the students agree that the activities provided can arouse their motivation in learning	- Students' Survey - Assessment of students' learning tasks	Whole year	- CD Stream - IT Stream - Subject Panels	- Relevant learning tasks - Various e-learning platforms
	- Recognize students' effort in public and appreciate others' work by various means such as Google Classroom, class display board, exhibition, school website, school newsletter and prize-giving day	- 70% of the students agree that the display of their work can build up their sense of pride and accomplishment	- Review students' performance on STAR platform	Whole year	- Subject Panels - School Publication Team	- Various types of display
	- Design and enrich our graded learning tasks and assignments with hints / highlighted texts / guided questions of various subjects to cater for students' diverse learning needs	- 70% of the students agree that they can learn from the good work display of their peers		Whole year	- CD Stream - Subject Panels	- Relevant learning tasks
	- Make use of STAR platform (English and Math) for consolidation and identification of students' strengths and weaknesses to enhance teaching and learning	- 70% of the students agree that they can learn progressively by completing the graded tasks				
		- 70% of the P. 3 to P. 6 teachers agree that the data is useful to enhance teaching so as to cater for the learners' diversity				
				Whole year	- CD Stream - Subject Panels	- STAR platform - Network - IT equipment

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	- Foster students' reading habits through various reading activities such as morning reading, lunch reading, weekend reading etc.	- 60% of the students agree that their reading habits have improved	- Students' Survey - Teachers' survey - APASO	Whole year	- School Librarian	- Relevant reading materials
	- Equip students with various reading skills such as making inferences, summarizing and making prediction across the curriculum through reading fiction and non-fiction books, e-books, news, magazines or articles	- 60% of the students show improvement in their reading skills - There is an increase in the mean score on the items related to leisure reading in Student Questionnaire in SHS and APASO	- Student Questionnaire in SHS - Lesson Observation - Assessment of projects by subject teachers	Whole year	- School Librarian - Subject Panels	- Relevant reading materials
	- Further strengthen STEAM learning activities such as hands-on experiments, use of VR, use of Design Thinking Approach or Reading to Learn in different KLAs by designing at least 2 learning tasks in each term	- 70% of the students agree that the learning activities in different KLAs help to nurture their curiosity and critical thinking - 70% of the students reflect that Science knowledge is enhanced after finishing the projects.		Whole year	- Different Subject Panels	- IT equipment
	- Implement CoolThink@JC Programme and coding education in IT Curriculum and participate in different STEAM competitions	- 70% of the teachers agree that students are curious, eager to learn and ask questions in the learning progress		Whole year	- STEAM Stream - IT Subject Panels	- CoolThink @JC Learning Kit - Apps for coding
	- Engage students in extended reading and hands-on experiments to investigate scientific phenomena via the scientific projects and the STEAM projects	- 70% of the students can use the tools to improve their skills and build up their interest in learning		Whole year	- STEAM Stream - GS Subject Panels	- Learning Kits and Experiments
	- Introduce AI concepts such as Quick, Draw! in KS1 and Thing Translator in KS2 during MIL lessons			Whole year	- STEAM Stream - IT Subject Panels	- Network - IT equipment

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

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in Charge	Resources Required
1.To enhance students' discipline and ability to follow rules	- Arrange thematic talks to strengthen students' sense of self-discipline, ability to follow rules and regulations and to let them understand what their roles are as a responsible individual	- There is improvement in the mean score on the items about students' self-discipline and compliance with rules in Teacher Questionnaire and Student Questionnaire in the SHS - Students' sense of self-discipline and ability to follow rules are enhanced	- Survey for teachers and students - Observation - Stakeholder Survey for students and teachers (SHS)	Whole year	- Guidance and Counselling (G&C) Stream - Discipline Stream	- Community Network
	- Arrange parental talks (e.g. P.1 Orientation Day) to strengthen parents' ability to guide their children to develop proper routines, sense of self-discipline, ability to follow rules and regulations and understand parents' roles as role models					
	- Implement the whole-school approach Award Scheme – Good Students Passport, focusing on the good behaviours (4 phases in the school year)	- 70% of the students can be punctual and follow school rules in each phase - 70% of the students can receive appreciation for their good and positive behaviour from teachers and parents in each phase	- Record Card/ Students Passport - Reflective Journal	Whole year	- Discipline Stream	- Good Students Passport / Record Cards
	- Organize School-based Discipline Competitions and related quiz on School rules and regulations (2 phases in the school year)	- 70% of teachers and staff report an improvement in overall student behavior and compliance to school rules - 70% of the participants agree that the responsibility training programs are effective in developing their sense of responsibility and self-discipline		Whole year	- Discipline Stream	- Prizes
	- Arrange training about peer power for members of Big Brothers and Big Sisters Program, School Prefects and Flag-raising Team to nurture their value on how to be a responsible and disciplined team member			Whole year	- G &C Stream - Discipline Stream - National Education Stream	- NGO
- Recognize well-behaved students and classes in school assembly, acknowledge and praise students during the assembly for their good behaviours and display a "Good Behaviour Chart" in the classrooms				Whole year	- Discipline Stream	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in Charge	Resources Required
2. To nurture students' positive values and mindset	- Organize thematic talks focusing on cultivating a mindset of valuing life and fostering positive values (12 priority values) among students	- Positive feedback from students and participants: - 70% of students demonstrate observable changes in behaviour that reflect an appreciation for life and the demonstration of positive values in daily interactions	- Survey for Teachers and Students - Observation - Reflective Journal	Whole year	- G & C Stream	- NGO - Community Network
	- Implement Values Education Program with enriched contents					
	- Optimize Life-planning Program in KS2 to identify their goals and personality traits					
	- Arrange a Mental Health Program aiming at enhancing students' positive mindset and equipping them with skills to effectively manage their emotions and cope with failure	- 70% of teachers notice a decrease in behavioral issues related to emotional regulation in students who attended the program	- APASO	Whole Year	- SEN Stream	- Mental Health Funding - Community Network
	- Organize home room activities and sharing of happy and unhappy feelings between students and their class teachers to build a trusting and supportive relationship	- 70% of students report in the related survey an increase in their ability to effectively manage their emotions after participating in the enrolled program		Whole Year	- Discipline Stream	
	- Foster the communication and relationship between students, school social worker and Guidance and Counselling Stream Teachers by utilizing digital communication tools (e.g., email, messaging apps) and having informal meetings and group activities	- 70% of the teachers report that students show positive feeling in communicating with their class teachers and actively participate in home room activities		Whole Year	- G&C Stream	
	- Incorporate positive values in the teaching of KLAs through group / class discussion on everyday life events	- An increase in the Q-score of APASO in the target subscales of Affect, School Satisfaction and School Atmosphere		Whole Year	- Subject Panels	- Teaching and Learning Resources of different KLAs
- Conduct home reading and storytelling activities concerning how to handle emotions and positive mindset, (e.g. optimistic, confident, courageous, perseverant etc.) in Library Studies lessons	- 70% of teachers report an increase in students showing positive values within classroom discussions and daily interactions		Whole Year	- School Librarian	- Relevant readers and reading materials	

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Person in Charge	Resources Required
3.To develop students' healthy lifestyles	Arrange thematic talks and workshop of healthy lifestyles (e.g., Healthy Eating Habits, Benefits of Doing Exercise, Say No to Addictions etc.)	Students show interest in developing their healthy lifestyles: 70% of teachers observe an increase in students opting for healthier food choices and engaging in regular physical activity 70% of students show an increased preference for choosing fruits as snacks over unhealthy options during recess time	Survey for Teachers and Students Observation Checklist APASO	Whole year	Healthy School Team PE Panels GS Panels	NGO Resource materials from Department of Health
	Organize health talks and relevant interest classes, such as healthy cooking classes for parents to equip them with knowledge how to help students develop healthy lifestyles	70% of students show positive changes in their lifestyle habits after attending the thematic talks and workshops 70% of participated parents demonstrate an increased understanding of the importance of healthy eating habits and nutrition after participating in health talks and relevant interest classes	KPM Data Reflective Journal Interview	Whole year	PTA Activity Co-ordinator	Parent Education Funding NGO
	Implement Fruity Recess (at least 2 phases in the school year) and relaxation exercise during lunch hour to promote healthy habits at school	70% of participated parents report making changes to their family's eating habits and meal preparation methods as a result of the program	Student Questionnaire in the SHS Sports Diary	Whole year	Healthy School Team SEN Stream	NGO
	Implement the "Active Students, Active People" MVPA60 Scheme" to encourage students to develop a habit of regularly taking part in physical activities	70% of students report feeling more energized and focused during the afternoon classes after participating in the Fruity Recess and relaxation during lunch hour 70% of students demonstrate improved attention and reduced stress levels as observed by teachers and staff members 75% of students are within the acceptable weight range in KPM 24 An increase in students' frequency of doing physical exercise and the decrease in time on digital devices as shown in APASO		Whole year	PE Subject Panels	Relevant Funding