

李陞大坑學校

Li Sing Tai Hang School



Annual School Plan 2023-2024

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1. School Vision and Mission

Li Sing Tai Hang School is a government-aided primary school founded by the Tai Hang Residents' Welfare Association. We offer equal educational opportunities for all children in Hong Kong. We also strive to achieve educational excellence to help students develop their potential and strengths.

2. Annual School Plan¹

2.1. Major Concern 1:

Briefly list the feedback and follow-up actions from the previous school year:²

- Chinese Language subject includes self-directed learning as a regular curriculum to cultivate students' skills and attitudes towards independent learning. In the coming year, the focus will be on integrating self-directed learning elements into everyday textbook teaching.
- English and Mathematics subjects will complete the remaining self-directed learning coursework in the upcoming year.
- Regularization and optimization of note-taking instruction.
- In terms of the study plan, a small number of teachers did not strictly follow the plan, and some students did not fully adhere to the plan. As a result, the effectiveness of the plan was not fully realized. In the coming year, there will be enhanced monitoring and supervision to address this issue.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Enhance students' self-directed learning attitudes, abilities, and	1. English and Mathematics 1.1. Through collaborative lesson planning, subject teachers design six assignments with elements that foster self-directed learning. 1.2. Collaborative planning takes	1. 70% of students are able to grasp self-directed learning strategies. 2. 70% of	1. Inspection of high, medium and low abilities, two samples each 2. Shareholder questionnaire	September to May	Curriculum Development, Chinese, English and Mathematics panel heads	Chinese Award prizes \$4,200

¹ If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.

² In the first year of the development cycle, schools generally do not need to complete this part, but if the major concern(s) of this development cycle is related to the previous development cycle, e.g. optimising the major concern, schools may make reference to the feedback and follow-up actions of the previous school year to formulate or adjust the work of this school year.)

skills	<p>place in the first three weeks, involving the subject teachers, subject coordinators, and the principal, to discuss initial plans, ensuring that the topics are not repeated.</p> <p>2. Chinese</p> <p>2.1. Establishing a self-directed electronic sentence pattern repository.</p> <p>2.2. Establishing a self-directed electronic vocabulary repository.</p> <p>2.3. Self-directed pre-reading of course materials.</p> <p>2.4. Peer learning.</p> <p>2.5. Incentive program.</p> <p>3. English</p> <p>3.1. Establishing a self-directed electronic language knowledge base.</p> <p>3.2. Self-directed pre-reading of course materials.</p> <p>3.3. Peer learning.</p> <p>3.4. Incentive program.</p> <p>4. Discipline and Guidance Group</p> <p>4.1. Optimize the study plan</p> <p>4.1.1. By reviewing students' study plan and submitting analysis reports after each assessment, we can monitor the effectiveness of their study plans.</p> <p>4.1.2. After the assessment, we collect students' study plans and review and analyze the results.</p>	<p>students and teachers, and 80% of parents acknowledge students' performance in self-directed learning.</p> <p>3. More students are gaining proficiency in how to develop a study plan.</p>	3. APASO「Study Plan」			
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2.2. Major Concern 2:

Briefly list the feedback and follow-up actions from the previous school year:

- The teacher training for the 21-22 academic year has been completed, allowing teachers to understand the relationship between learning styles and teaching methods. Additionally, considering the significant differences in student abilities within our school, the new academic year will focus on addressing student diversity through two dimensions: learning styles and ability differences. This approach aims to promote learning.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. Catering to student diversity and promoting student learning. 2. Addressing students' abilities and learning needs to enhance their reading volume and interest.	1. Designing diversified instruction. Chinese, English, and Mathematics teachers employ strategies that cater to students' abilities and learning style differences in classroom teaching and curriculum design. (Refer to the "Enhancing Instructional Diversity, Promoting Student Learning 23-24 Plan.") 2. Chinese 2.1. Chinese Reading Sharing Program (Advanced) 2.2. Chinese Self-Improvement Program (Remedial) 2.3. Chinese Leap Program (Special Learning Needs) 2.4. Chinese E-Reading Program (Whole Group) 3. Chinese 3.1. English E-Reading Program 4. Mathematics 4.1. Math Star Program 4.2. Math Self-Improvement Program 4.3. Math Leap Program	1. Teaching design and coursework will cater to learning diversity. 2. Students' academic performance will improve. 3. There is progress in the average grades of high-achieving classes, remedial classes, and students with slightly lower grades. 4. More than 60% of students enjoy reading. 5. More than 60% of students read books during free time.	1. Analyze teaching design. 2. Classroom observation. 3. Review of coursework. 4. Performance reports of high-achieving classes, remedial classes, and students with slightly lower grades. 5. Stakeholder surveys. 5.1 12 student surveys. 5.2 59 teacher surveys. 6. E-reading records.	September to May	Curriculum Development, Chinese, English, Mathematics, Library and Discipline and Guidance panel heads	Chinese: \$5,560 Mathematics: \$2,200

2.3. Major Concern 3: Establishing healthy lifestyle habits

Briefly list the feedback and follow-up actions from the previous school year:

- Last year, the focus was on improving students' excessive internet usage habits and emphasizing knowledge acquisition. This year, the focus will be broadened to include the establishment of healthy lifestyle habits. Various subject groups will work together, and a diverse range of activities inside and outside the classroom will be implemented, with an emphasis on practicing healthy living.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Students are able to practice a healthy lifestyle.	<ol style="list-style-type: none"> 1. Chinese <ol style="list-style-type: none"> 1.1. Chinese Day 1.2. Integration and extension of curriculum instruction 1.3. Cross-disciplinary teaching 1.4. School-wide activities 2. English <ol style="list-style-type: none"> 2.1. Integration and extension of curriculum instruction 2.2. Cross-disciplinary teaching 3. Mathematics <ol style="list-style-type: none"> 3.1. School-wide interdisciplinary teaching activities 4. General Studies <ol style="list-style-type: none"> 4.1. Integration and extension of curriculum instruction 4.2. Cross-disciplinary teaching 4.3. School-wide activities 5. Visual Art <ol style="list-style-type: none"> 5.1. Integration and extension of curriculum instruction 5.2. Cross-disciplinary teaching 6. Music <ol style="list-style-type: none"> 6.1. Cross-disciplinary teaching 7. Physical Education <ol style="list-style-type: none"> 7.1. Integration and extension of 	70% students can practice a healthy lifestyle	<ol style="list-style-type: none"> 1. Stakeholder Survey <ol style="list-style-type: none"> 1.1. Student 16 1.2. Parent 6 2. Student interviews 3. Reviewing the "Healthy Lifestyle Portfolio" 	September to July	Vice Principal, Head of Curriculum, Head of Chinese, Head of English, Head of Math, Head of General Studies, Head of Visual Art, Head of Music, Head of Computer, Head of Library, Head of Discipline and Guidance, Head of	Chinese : teaching material \$5,000 Gift \$3,000

	<ul style="list-style-type: none"> curriculum instruction 7.2. Cross-disciplinary teaching 7.3. School-wide activities 8. Computer <ul style="list-style-type: none"> 8.1. School-wide activities 9. Library <ul style="list-style-type: none"> 9.1. School-wide activities 10. Discipline and Guidance Group <ul style="list-style-type: none"> 10.1. Cross-disciplinary teaching 10.2. School-wide activities 11. Homeroom Period <ul style="list-style-type: none"> 11.1. Integration and extension of curriculum instruction 11.2. Cross-disciplinary teaching 11.3. School-wide activities 12. ECA Group <ul style="list-style-type: none"> 12.1. School-wide activities <p>(For details, please refer to the plans of each subject group)</p>				ECA	
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3. Appendix

3.1. School-based After-school Learning Support Programme

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. Students can finish most of their homework	1. Provide free after-school homework tutorials	Most students can complete their homework every day	Class observation	Sept-May	Head of Counseling	\$36,950
2. Students can join various extracurricular activities	2. Exempt the fee for various extracurricular activities	Students join extracurricular activities actively	Class observation Student questionnaire	Sept-May	Head of ECA	\$22,450

3.2. Teacher Capacity Enhancement Programme

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
To enhance the capacity of teachers' professional development	1. Author Visit	<ul style="list-style-type: none"> Teachers agree that the training can enhance their teaching efficacy. Teachers agree that work load has been reduced. 	Teacher questionnaire	Sep-May	Head of English Department	\$10,000
	2. Music Teacher's Training				Head of Music Department	\$10,000
	3. To hire an administrative assistant				Head of School Affairs	\$80,000
	4. Financial Management Consultation Services				Head of School Affairs	\$25,000
	5. To hire Tutorial Class Instructors				Head of Counseling	\$133,150
	6. In-house teacher training				Head of Curriculum Development	\$50,000

3.3. Enhanced Chinese Learning and Teaching for Non-Chinese Students Programme

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. To promote students' standard of Chinese language 2. To enhance teachers' teaching quality 3. To broaden the opportunities for learning Chinese 4. To enhance students' interest in learning Chinese 5. To enhance students' Chinese self-learning ability	1. Increase the number of Chinese lessons 2. Establish after-school Chinese elite and remedial classes 3. To hire 2 teachers 4. To hire 2 teaching assistants 5. Subscription of Chinese e-learning platforms and different e-learning tools 6. Establish Chinese MC Training Class 7. Establish Chinese Speech Training Class 8. Developing a drama curriculum 9. Chinese lesson planning periods and lesson observations 10. Purchase Chinese learning materials 11. To establish "Learn Chinese Together" class	1. Promotion of students' Chinese language level. 2. The use of e-learning platforms enhance students' Chinese learning interest and self-learning ability. 3. Most teachers consider that the teacher development activities help elevate their professionalism.	1. Analysis of students' academic achievements 2. Teacher questionnaire	Sep-May	Head of Chinese	1. 2 teachers: \$912,753 2. 1 teaching assistants: \$207,900 3. mLang: \$11,220 4. Rainbow One: \$48,888 5. Rainbow One "Learning Chinese in Daily Life": \$4,875 6. Book Creator: \$17,600 7. Chinese learning materials: \$130,000 8. Developing a drama curriculum: \$200,000 9. Whole school activity: \$50,000
					Head of ECA	10. Chinese MC Training Tutor and materials: \$22,200 11. Chinese Speech Training Tutor: \$9,600
6. Help ethnic minority students integrate into Hong Kong society	12. Integration Programme 13. International Day	4. Facilitate students' integration into Hong Kong society. 5. Promote racial harmony	3. Observation	Jan, Jun	Head of ECA	12. Travel fares for Integration Programme: \$50,000 13. International Day: \$80,000

3.4. Promotion of Reading Grant Plan

Objectives:

1. To enhance students' learning from reading.
2. To enhance school-based reading environments, reinforce students' motivation in reading, and make sure students enjoy reading and their reading skills are developed.

	Items	Budget (\$)
1	Purchase books:	
	1.1 P.1 to P.2 English Home Reading series (Reading A-Z)	\$3,000
	1.2 Chinese history and cultures	\$3,000
	1.3 General studies and STEAM	\$2,000
	1.4 Other subjects	\$3,000
2	Online reading plan:	
	English Epic Online Reading Program	\$0
3	Reading activity:	
	3.1 Hold different reading activities to enhance reading skills	\$6,000
	3.2 Pay for an English language newspaper	\$3,000
4	Others:	
	4.1 Broadcast Chinese ETV: to promote reading during lunch time on Chinese Days	\$0
	4.2 Rainbow Scheme: to raise the frequency of reading	\$0
	4.3 Morning Reading Scheme: to raise the frequency of reading at home	\$0
	4.4 Shopping for Books Scheme: to raise the frequency of reading in the library	\$0
	4.5 Book Fair: to raise interest in self-reading	\$0
Total Amount		\$20,000

3.5. Life-wide Learning Grant Plan

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise/ participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Cross-KLA	STEAM	To enhance generic abilities	Sep-June	P.1-6 265ppls	Observation	\$1,000	✓	✓	✓	✓	
Cross-KLA	OLE	To enhance generic abilities	Jan/July	P.1-6 265ppls	Observation	\$103,560	✓	✓	✓	✓	
Cross-KLA	Project Learning Day	To enhance generic abilities	Nov/Jan/ June	P.1-6 265ppls	Observation	\$28,900.5	✓	✓	✓	✓	
			Estimated Expenses for Category 1.1			\$133,460.5					
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
Physical activities	Touch Rugby	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.1-6 20 ppls	Observation	\$9,390		✓	✓		
Physical activities	Cricket	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.3-6 11 ppls	Observation	\$10,600		✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Physical activities	Lacrose	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.3-6 8 ppls	Observation	\$12,000					
Physical activities	Taekwondo	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.1-6 74 ppls	Observation	\$71,100					
Art activities	Guitar	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.4-6 6 ppls	Observation	\$18,250		✓	✓		
Art activities	Creative Drawing	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.4-6 9 ppls	Observation	\$19,100		✓	✓		
Art activities	English Drama	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.1-6 19 ppls	Observation	\$33,700		✓	✓		
Physical activities	Street Dance	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.2-6 12 ppls	Observation	\$9,050		✓	✓		
Art activities	A' capella	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.1-6 24 ppls	Observation	\$80,500		✓	✓		
Art activities	Violin	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.1-6 17 ppls	Observation	\$43,720		✓	✓		
Art activities	Filmmakers	To cater for students' interests and abilities, for stretching their potential and	Sep-June	P.4-6 12 ppls	Observation	\$63,700					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
							I	M	P	S	C	
		nurturing positive values and attitudes										
Physical activities	Jazz Dance	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.1-6 33 ppls	Observation	\$40,300		✓	✓			
Physical activities	Volleyball	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.2-6 32 ppls	Observation	\$34,980		✓	✓			
Physical activities	Roller Skating	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.4-6 10 ppls	Observation	\$9,200						
Cross-KLA	Multi-intelligence	To enhance generic abilities	Sep-June	P.1-P.6 274 ppls	Observation	\$35,000	✓	✓	✓	✓		
Estimated Expenses for Category 1.2						\$490,590						
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
1.4	Others											
Estimated Expenses for Category 1						\$624,050.5						
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning											
After school activities	Teaching materials	To cater for students' interests and abilities, for stretching their potential and nurturing positive values and attitudes	Sep-June	P.1-P.6 274 ppls	Effectiveness of activities	\$81,300		✓	✓			
STEAM	Experiment materials	To enhance STEAM knowledge	Sep-June	P.1-P.6 274 ppls	Effectiveness of activities	\$32,600	✓	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring/ Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Cross-KLA	Other Learning Experience	To nurture students' positive values and attitudes	Sep-June	P.1-P.6 274 ppls	Effectiveness of activities	\$53,800	✓	✓	✓	✓	✓
Cross-KLA	Project Learning Day Teaching materials	To enhance generic abilities	Sep-June	P.1-P.6 274 ppls	Effectiveness of activities	\$5,000	✓	✓	✓		✓
Cross-KLA	Multi-intelligence activities materials	To enhance generic abilities	Sep-June	P.1-P.6 274 ppls	Effectiveness of activities	\$12,900	✓	✓	✓	✓	✓
Estimated Expenses for Category 2						\$185,600					
Estimated Expenses for Categories 1&2						\$809,650.5					

Estimated Number of Student Beneficiaries

Total number of students in the school:	274
Number of student beneficiaries:	274
Percentage of students benefiting from the Grant (%):	100%

Contact Person for Life-wide Learning
(Name & Post):

Mr. Chor Chun Kit
(ECA panel head)