



Hong Kong Taoist Association Wun Tsuen School

香港道教聯合會雲泉學校



## School Development Plan

2015/16 , 2016/17 , 2017/18

## Holistic Review

### Effectiveness of the Previous School Development Plan (2012/13-2014/15)

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. Empowering students through building up positive values and attitudes; raise students' personal morality and social consciousness.	Partly achieved	This was incorporated to the daily practices of the school. Strategies that aimed to fulfill these objectives were carried out in both the school's regular and irregular curricula. These initiatives aimed to nurture our students through promoting positive values and healthy attitudes. We aimed to instill in our students values and attitudes that could readily be put into practice all throughout their development so as to gain positive experiences and be exceptional citizens in their communities.	
2. Carry out "Invitational Education"	Partly achieved	This was incorporated to the daily practices of the school. Through applying the framework and assumptions of Invitational Education, we were able to enhance the positive culture at our school. Through promoting trust, respect and optimism, we built up our students' potential and raised the efficiency of our learning initiatives.	

## Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
<p><b>1. School management</b></p>	<p>The school was able to effectively pinpoint developmental priorities and allocate resources that aimed to address the specific educational needs of its students, as well as its structural and organizational needs as an educational institution. It managed daily affairs in a systematic manner and stayed flexible when dealing with changes. Different subject panels appropriately allocated resources in accordance with the school's developmental focus areas. Regular reviews were conducted. The average score of a stakeholder survey regarding the school's operations was 4.2. This shows that teachers were generally satisfied with <i>"school management"</i>. The most recognized statement, which had an average score of 4.4., was that <i>"the school has a clear direction of development"</i>.</p>	<p>The reviews of some subjects focused more on reporting instead of evaluating. More focus can be given on assessing the effectiveness of our initiatives in achieving their objectives. In the future, we will enhance our data analysis, applications and arrangements to make the "planning-implementation-evaluation" process more comprehensive and effective.</p>
<p><b>2. Professional leadership</b></p>	<p>The principal, vice principal and senior teachers were well aware of developmental trends in education and cooperated with each other very openly and harmoniously, thus making them capable of leading the school and achieving sustainable development. Thanks to this strong level of cooperation, resources were allocated effectively. The subject panel heads and administrative personnel were capable of promoting and</p>	<p>The school has already arranged different channels for teachers to get involved in professional exchanges, both within and outside specific departments. The overall feedback was positive. However, continuous and sustainable improvement is needed.</p>

	<p>implementing various programs. The stakeholder survey shows an average score of 4.4 for the statement <i>"the principal provides effective guidance to the continuous development of the school"</i> and a 4.3 for the statement <i>"the subject panel/committee heads and teachers have an amicable working relationship."</i> The management of the school was able to understand the specific needs of its staff members through observations, appraisals and interviews. Regular feedback was provided to staff members. The "New Teacher Support Team" provided guidance to new teachers, enabling them to better understand the school's goals and its vibrant multicultural environment. The school arranged for each new teacher to be partnered with an experienced senior teacher. This allowed our new teachers to gain valuable insights and witness first-hand teaching techniques that aim to enhance our students' educational needs. In the stakeholder survey, an average score of 4.1 was given for the statement <i>"perception of teacher's professional development"</i>. This shows that the initiatives being carried out by the school with regards to professional development was strongly recognized.</p>	
<p><b>3. School curriculum and assessment</b></p>	<p>The school makes strong use of its manpower and financial resources when it comes to continuously building up its curriculum. It actively cooperates with the EDB and tertiary institutions to develop school-based curricula suitable for our school's structure and students'</p>	<p>The assignments designed for each subject generally suited the needs and abilities of our students. For the purposes of developing our students's capabilities in harnessing and interrelating different areas of knowledge, it would be beneficial to add more elements of inter-subject learning.</p>

	<p>abilities and needs. Every subject panel promotes opportunities for discussions, observations and sharing among teachers through collaborative co-plan meetings and lesson observations. This creates a professional sharing culture that opens up vibrant mutual learning experiences. In addition, efforts were made to review students' performances through analyses conducted by subject teachers. The average score for this item in the stakeholder survey was 4.0.</p>	
<p><b>4. Student teaching and learning</b></p>	<p>The teachers and students enjoyed a consistently positive classroom atmosphere. Students proactively answered questions raised by their teachers. They constantly showed a willingness to express their opinions and were keen to participate in various learning activities. Teachers applied teaching content according to students' learning interests and abilities. In addition, they enhanced learning outcomes by using diversified teaching strategies. In the stakeholder survey, students gave an average score of 4.5 for "<i>teaching</i>" and 4.3 for "<i>learning</i>", while parents gave an average score of 4.0 for "<i>learning</i>".</p>	<p>There was a significant improvement in students' learning motivation. Students responded well to basic learning strategies. However, the application of related strategies and skills still need to be enhanced. In the future, we can guide students to develop their skills and attitudes towards Self-Directed Learning (SDL). The IT equipment available to students needs to be built up so as to open more interactive learning opportunities. Furthermore, students' reading opportunities and skills need to be given more emphasis. A particular focus should be put on the quantity and quality of reading Chinese-language books.</p>
<p><b>5. Student support</b></p>	<p>We have adopted a "Whole-School Comprehension Student Support" approach. We have gained a greater understanding of the cultural backgrounds and needs of our students through observation, surveys and home visits. In order to enrich students' learning experiences</p>	<p>Some students still have to build up the skills needed to establish clear long-term goals so as to reach their aspirations. Therefore, the school will implement various programs to help students self-reflect and explore their potential. The school aims to provide them with more opportunities to broaden their horizons in terms of self-development, further studies</p>

	<p>and help them with their all-around growth, the school provided diverse support services, award schemes and discipline and counselling activities. Furthermore, the school continuously promoted a harmonious school campus that highlighted acceptance and mutual respect. Strong cooperation and understanding among faculty and staff members of different nationalities, as well as between teachers and students, contributed to the development of a positive and enriching culture. According to the stakeholder survey, teachers, students and parents held positive views related to <i>"support for student development"</i> and <i>"school climate"</i>, with scores regarding these topics ranging from 4.3-4.5. In particular, teachers gave a score of 4.5 to the statement <i>"The school encourages students to participate in extracurricular activities."</i> Students gave a score of 4.6 to the statement <i>"Teachers can help me solve problems I encounter"</i>. The achievements of the school in empowering non-Chinese speaking students has been consistently recognized by others. In fact, our principal was recognized by the Home Affairs Bureau in 2015.</p>	<p>and career development.</p>
<p><b>6. School partners</b></p>	<p>Stakeholders had a positive perception towards home-school cooperation, providing responses that led to an average score of 4.2. We have developed different ways to promote a stronger partnership with our students' parents. Such initiatives include: the Parents-Teachers Association; the Parents' Interest</p>	<p>Although there has been an increase in the attendance rate and level of involvement of parents when it comes to joining school activities, there are still opportunities for improvement. That is why we will organize different special home-school activities in order to enhance parents' sense of belonging towards the school. We believe that establishing a stronger friendship and rapport will encourage more parents to</p>

	<p>Classes; the Annual Parents' Night; class observations; home visits; school newsletters and other circulars; and our school's own official website, mobile phone app, YouTube channel and Facebook page. All these efforts help our students' parents understand more about their children's school lives, as well as gain more information about the educational initiatives we provide. Furthermore, the school actively contacts and cooperates with external institutions such as the Philippine Consulate General, Caritas, United Christian Hospital, the University of Hong Kong, the Education Bureau and the Kwun Tong District-based Programme.</p>	<p>participate actively in school affairs.</p>
<p><b>7. Attitudes and behavior</b></p>	<p>Students enjoyed the campus life and actively participated in school activities. In addition to observing good order in the classroom, they were willing to serve the community. The percentages of students who wanted to be a helper and wanted to continue being a helper were 97% and 94% respectively. Classroom behavior and discipline were praised by different scholars, teachers and guests from other schools during visits. The average score for "<i>overall satisfaction</i>" was 3.2 in the KPM, which was higher than the school data reference. Our students related very well with their peers of the same nationality and cultural background. At the same time, they got along harmoniously with their peers who belong to different nationalities and cultural backgrounds. 83% of teachers agreed that students got</p>	<p>Some students still need improvement in terms of self-discipline. We will organize a series of activities at the school level, the subject level and the class level so as to enhance the self-discipline skills of our students. In addition, the average score of our students related to "<i>attitudes towards the nation</i>" was 0.76, which was lower than other schools. We will organize activities that aims to help students recognize their own culture as well as understand the dynamic social and cultural aspects of Hong Kong. These initiatives hope to enhance students' awareness and sense of belonging as a Hong Kong resident.</p>

	<p>along harmoniously with their peers who were of different nationalities and cultural backgrounds. Furthermore, 93% of teachers understood our school's multicultural environment and the cultural diversity present in our student and teacher population.</p>	
<p><b>8. Participation and achievements</b></p>	<p>Based on the results of the school assessments and the secondary school allocation system, the percentage of students having outstanding and excellent academic results have increased. To broaden students' horizons, we have provided a lot of opportunities for them to engage in extra-curricular activities and competitions. Our students have participated in overseas exchange programmes wherein they got to experience first-hand a region's diverse cultural aspects. In addition, our students consistently attained positive results in inter-school competitions. Examples of great achievements done by our students include winning the championship round and attaining the Best Debater award in "The 4<sup>th</sup> NESTA Primary Debating Competition"; becoming the Champion of the "Chinese Storytelling Competition"; and receiving the Outstanding Student Award from the Kwun Tong District.</p>	<p>Figures from KPM21 reflected that a percentage of our students with an acceptable weight level was quite low. In addition, the overall physical fitness of our students was at an unsatisfactory level. We will implement incentive schemes to encourage students to do more exercise and to apply practical healthy eating habits.</p>

## **Analysis of Present Situation**

### **A.) Strengths**

1. We have had 13 years worth of experience teaching non-Chinese speaking students. We have been able to use our accumulated knowledge to establish school-based programs that have effectively addressed the specific learning needs of our students who come from different nationalities and cultural backgrounds.
2. The strong leadership of our principal and the school's middle management allow us to be at the forefront of educational development trends, thus allowing us to consistently enhance our curricula and achieve our established goals as an educational institution.
3. Our teachers are passionate in educating our students and possess strong team spirit as well as a great sense of accountability and responsibility.
4. We have created a harmonious school environment and receive constant support from our different stakeholders.
5. The cultural diversity present in our school opens up so many vibrant learning opportunities that allow us to promote the values of kindness, acceptance and mutual respect.
6. The cultural diversity present in our teaching staff allows us as educators to establish a greater connection and rapport with the school's stakeholders, as well as provide dynamic learning initiatives.
7. We have launched the "Whole School Comprehensive Student Support Approach", which helps us better address the specific learning needs of our students.

### **B.) Weaknesses**

1. There are significant levels of variation in the learning abilities and academic performances of our students. Factors that influence this variation include our students' social and environmental aspects.
2. We do have some students who lack constant nurturance and social support.
3. Some parents and caregivers may be hesitant in openly communicating with the school due to cultural differences and language issues.
4. The school area is small considering our student population. This makes it difficult at times to accommodate the needs of our students and their parents. Furthermore, certain logistical and transportation issues are experienced since our students' belong to different districts all around Hong Kong.

### **C.) Opportunities**

1. Our students are from different nationalities and cultural backgrounds. This opens up many opportunities related to language learning.
2. The Education Bureau as well as distinguished universities and educational institutions have provided our school with constant support in enhancing our Chinese, English and Mathematics curricula.
3. We have received an adequate supply of labour resources, thus allowing us to better address the various learning needs of our students.
4. The expectations of our students' parents with regards to their children's learning opportunities have increased.

### **D.) Crisis**

1. Because of various circumstances, some families in our school do not consider Hong Kong as a long-term place of residence. This leads our school to experience at times an outflow of students.
2. Significantly more schools have started recruiting Non-Chinese speaking students. This has led the school to experience challenges with regards to maintaining a constant number of incoming students.

### **E.) Major Concerns for 2015/16 to 2017/18 (In order of development priority)**

1. Incorporating Self-Directed Learning (SDL) techniques so as to enhance students' learning motivation and to build up a positive attitude that can benefit them all throughout their development.
2. Enhancing students' interests in reading so as to acquire global and moral knowledge.

### 3-Year School Plan (2015-2018)

Major Concerns	Objectives	Implementation Plan (Strategy)	Time Table		
			15/16	16/17	17/18
<p>To nurture a Self-Directed Learning attitude among students.</p> <p>To enhance teaching skills with the aim to motivate students to maximize their Self-Directed Learning abilities.</p>	<ul style="list-style-type: none"> <li>● Teachers can use Self-Directed Learning strategies to assist students to learn effectively.</li> <li>● Students can build up the habit of Self-Directed Learning for lessons and enjoy the process of self-learning.</li> <li>● Students can use self-directed learning strategies and apply them to different subjects.</li> </ul>	● Attending Self-Directed Learning training workshops and professional sharing sessions.	✓	✓	
		● Sharing effective Self-Directed Learning strategies with other teachers.	✓	✓	✓
		● Creating an environment for encouraging the habitual use of Self-Directed Learning.	✓	✓	
		● Using of IT and new online learning platforms to support students' Self-Directed Learning.	✓	✓	
		● Organizing various plans and activities; building up students' self-learning habits and attitudes.	Nurture	Optimize	
		● Organizing various activities to strengthen students' self-learning strategies.		✓	Optimize
		● Applying different Self-Directed Learning strategies associated with a specific subject; developing students' Self-Directed Learning strategies.	Nurture	✓	✓
		● Conducting co-planning sessions to enhance teaching skills related to Self-Directed Learning.	Nurture	✓	✓
		● Using different strategies to motivate students to apply Self-Directed Learning strategies.	Nurture	✓	✓
● Encouraging parents' to promote and facilitate Self-Directed Learning strategies so as to enhance their children's educational opportunities.	✓	✓	✓		

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<p>To raise the interests of students in reading.</p> <p>To acquire global and moral knowledge through reading.</p>	<ul style="list-style-type: none"> <li>● Students increase the duration and frequency of their reading time.</li> <li>● Students develop a greater enthusiasm for reading.</li> <li>● Students read various types of books.</li> <li>● Students can use specific reading strategies to read effectively.</li> </ul>	● Increasing the collection of books in the library and in the classrooms.	✓	✓	✓
		● Using different strategies to motivate students to read more books.	✓	Optimize	Optimize
		● Coordinating with different departments to promote reading strategies to students.	✓	Optimize	
		● Rewarding great effort and performances through reading scheme programs.	✓		
		● Sharing reading habits and reading experiences found in different cultures.		✓	✓
		● Promoting various activities that contribute to a positive reading environment.	✓	✓	✓
		● Building up parents' support in encouraging students to practice positive reading habits at home.	✓	✓	✓