



Hong Kong Taoist Association Wun Tsuen School

Annual School Plan Year 2009-10



Our mission

Our school, was founded in 1969, is run by Hong Kong Taoist Association. With the motto ‘Grasp Principles, Cultivate Virtues’, we committed to fostering students’ potentials, helping them to cultivate their characters, and broadening their horizon, so that our students can become an all-rounded person.

We provide a cross-disciplinary learning environment and realize the potentials of students so they can enjoy learning, which path a way for them as life-learner. Moreover, our school promotes education on multi-cultures and information technology education, which supports students being more adaptive to the society of Hong Kong. Not only become competitive, but also being innovative and gaining the ability to take on challenges.

Areas of concern of the year 2009/10 (in order of priority)

1. Amplifying multicultural education
2. Optimizing classroom teaching and learning
3. Enriching students’ extracurricular learning experiences

1. Area of concern: Amplifying multicultural education

Objective	Strategy	Criteria of success	Evaluation method	Schedule	Person responsible
<ul style="list-style-type: none"> ● To pay attention to effective orientation, and let students to identify their own cultures and recognize themselves ● To know, accept, respect and appreciate other cultures 	<ul style="list-style-type: none"> ● Developing a multi-cultural living platform by making good use of the campus advantages <ul style="list-style-type: none"> - Creating a multicultural educational environment through campus multi-culture setting, so that students can learn from what they hear and see - Collecting radical information from students or their families ● Inviting experts in multicultural education to give professional training under the planning by the School Administration Department. ● Books about multi-culture in the library and classrooms for students and teachers to read , which are purchased by the Library Department with the collaboration of all subject panels ● Incorporating important topics on multi-culture into the curriculum framework, and design enriched teaching materials for different areas of learning with the collaboration of all subject panels ● The Curriculum Development Department and all subject panels will incorporate multi-cultural elements into special holidays, festivals or ceremonies to improve the sense of identification. ● Carrying out multicultural education through activities. For example: <ul style="list-style-type: none"> - Holding a multi-culture week - Adding relevant information to the passport of the “Be a Healthy, Happy Kid Award Scheme”, so that students can understand different cultures - Introducing cultures of different countries to the senior and junior grades respectively at weekly assembly 	<ul style="list-style-type: none"> ● 80% of the teachers recognize that school facilities can promote multicultural education. ● 80% of students reflect that facilities can promote multicultural education. ● 80% of the teachers admit that the Teacher Development Day can help them further understand multicultural education. ● Multi-cultural enriched teaching materials can be prepared and students’ composition exercises can be analyzed (topic studies/learning process documents.....), which indicating students’ understanding of different countries and cultures. ● 80% of students realize that they understand cultures of different countries. ● 80% of students believe that they can accept, respect and appreciate other races’ cultures. ● 80% of students think that they understand and respect the differences of different cultures of students 	<ul style="list-style-type: none"> ● Minutes of subject meeting ● Collaborative planning record ● Sample of design schoolwork ● Samples of student schoolworks ● Peer lesson observation ● Student questionnaire ● Subject schedule ● Student self-evaluation questionnaire 	<ul style="list-style-type: none"> Whole year December Whole year Whole year Whole year Whole year 	<ul style="list-style-type: none"> School Administration Department(SA) Curriculum Development Department (CD) Academic Advisory Department (AA) Library CD Department Subject teachers CD Department Subject teachers Activity Department Moral and Civic Education Team

2. Area of concern: Optimizing classroom teaching and learning

Objective	Strategy	Criteria of success	Evaluation method	Schedule	Person responsible
<ul style="list-style-type: none"> ● To optimize our curricula of: <ul style="list-style-type: none"> (a) Chinese language (b) English language (c) Mathematics (d) Integrative Arts ● To establish partnership with teachers through communications, advocate mutual support, and facilitate teachers' professional development ● The teachers can use diverse teaching strategies to assist students to learn effectively and attain their teaching objectives. ● To cater for different learning needs of students so as to improve their learning ability ● With different modes of assessment, teachers can analyze students' learning needs through students' composition exercises, progressive and summative assessments, thereby strengthening the effectiveness of learning and teaching. 	<ul style="list-style-type: none"> ● To optimize the learning environment, enrich real learning experience, and recommend multi-way activities with a student-oriented classroom layout ● Strengthening administrative support to reduce the teachers' non-teaching work ● Using the schedules flexibly, including increasing learning hours and prolonging the duration of professional communication among the teachers ● Providing pertinent learning support through the cooperation with our consulting team, universities and the Education Bureau, as well as co-preparation for classes, class observation and evaluation <ul style="list-style-type: none"> -Chinese language: Key stage 1 of learning support from the Faculty of Education, University of Hong Kong (P.1-3) -English language: three-year Seed Programme from the Education Bureau (KS1 Primary 1) -Mathematics: Programme of Assisting Primary School Mathematics Teachers in Establishing a Professional Learning Community from the Chinese University of Hong Kong ● Developing a school-based Integrated Arts curricula: <p>The subject teachers of visual arts, music and physical education will design curricula cooperatively.</p> ● Inviting organizations or experts to train the teachers on relevant teaching strategies at our school. <p>For example:</p> <ul style="list-style-type: none"> - Inviting cricket coaches to teach the essentials of cricket through lectures, and providing a channel for professional communication - Inviting special education professionals from the Education Bureau to train the teachers - Encouraging the teachers to attend courses related to special education ● Optimizing the teaching strategies and improving teaching effectiveness through demonstrations, class observation, co-preparation for classes and collaborative teaching (English language, mathematics and general studies) ● Applying cooperative learning in small-class and activity teaching to improve learning effectiveness ● The teachers will design composition exercises which are suitable for students, arrange challenging schoolworks, and encourage students to exert their strengths based on their potentials ● Introducing different modes of assessment to evaluate students with different learning abilities, and enable the teachers to make reflections and adaptations in their teaching ● Communicating with parents about the updated information at school and student development through periodic school and class newsletters, holding lectures and seminars and inviting parents to observe classes 	<ul style="list-style-type: none"> ● 70% of the teachers reflect that the classroom layout can help students studying. ● Completed the key stage 1 of the school-based Chinese language curriculum for NCS students ● 70% of the teachers believe that the optimized school-based curriculum can improve students' learning performance. ● 70% of the teachers recognize that diverse teaching strategies can assist students to learning effectively and attain their teaching objectives. ● 70% of the teachers can apply these teaching strategies during class observation to assist students to learn more effectively. ● 70% of the teachers think that they can master the new assessment mode ● 70% of the teachers realize that the assessment tools used can evaluate students with different learning abilities. ● 70% of the teachers analyze students' needs through evaluation, thereby strengthening the effectiveness of learning and teaching ● 70% of students believe that they can master what they have learned. ● 70% of the teachers reckon that they can master the knowledge and the teaching skills of catering for individual learning differences. 	<ul style="list-style-type: none"> ● Class observation record ● Class evaluation record ● Teacher and student learning questionnaire survey ● Peer lesson observation ● Collaborative planning record ● Sample of design schoolwork ● Sample of student schoolwork ● Subject meeting ● Student results ● Performance of student works ● Student self-evaluation questionnaire ● Learning portfolio 	<ul style="list-style-type: none"> Whole year Whole year Whole year Whole year Whole year Whole year Whole year Whole year Whole year Whole year 	<ul style="list-style-type: none"> SA Department AA Department Subject heads SA Department CD Department AA Department CD Department AA Department Subject heads subject, heads of Visual Arts Music and P.E. subjects CD Department AA Department SA Department Special Education Team Subject heads CD Department AA Department Small-class Teaching Team CD Department AA Department Subject heads CD Department AA Department Subject heads CD Department AA Department

3. Area of concern: Enriching students' extracurricular learning experiences

Objective	Strategy	Criteria of success	Evaluation method	Schedule	Person responsible
<ul style="list-style-type: none"> ● Students can learn extracurricular knowledge and broaden their horizon by taking part in different extracurricular activities. ● Students can develop their own interests. ● Students can improve their self-confidence, leadership skills and sense of responsibility by assisting teachers in planning extracurricular activities. ● Students can improve their sense of commitment and sense of responsibility by taking part in community services, thereby establishing a sense of concern about the communities and serving for the communities in the future. 	<ul style="list-style-type: none"> ● Carrying out diverse learning activities by allocating resources effectively, scheduling regular class hours or in extracurricular time and places, such as playground and swimming pool ● Inviting external professional organizations and tutors to provide assistance to the teachers <ul style="list-style-type: none"> - Folk dance, modern dance, drama, table tennis, basketball, cricket, swimming, TKD, African drum, harmonica, Spanish ● Carrying out extracurricular activity award programmes which are under the coordination of the Activity and Counseling Departments together with the collaboration of all subject panels ● Establishing more extracurricular activity teams, such as Lego computer robot production team, photography society, boy scout and extracurricular mathematics courses (Olympic mathematics competition and quick calculation) ● Encouraging students to take part in extracurricular activities, training, inter-school competitions organized by the Activity Department with the collaboration of all subject panels ● Arranging life-wide learning visits to broaden students' horizon <ul style="list-style-type: none"> - Appreciating musicals, concerts and noon concerts - Visits to different types of exhibitions - Visits to sports-related exhibitions and international sports competitions (East Asia Games and football game watching guide, etc.) ● Assigning a student executive or team leader for each activity group or service team to assist the teachers in planning activities ● Implementing the Student Leader Training Programme coordinated by the Activity and Counseling Departments ● Festival carnival and Life-wide Learning Day were held, etc. coordinated by the Curriculum Development and Activity Departments and with the collaboration of all subject panels ● Offering more learning experience by participating in social services coordinated by the Activity and Counseling Departments with the collaboration of respective subject panels, such as elder academy and student volunteer team ● Explaining the benefits of participating in extracurricular activities through the Parents-Teachers Association and the School Newsletter 	<ul style="list-style-type: none"> ● 70% of the teachers believe that students can learn extracurricular knowledge and broaden their vision. ● 70% of students realize that students can learn extracurricular knowledge and broaden their horizon. ● The participation rate of extracurricular activities is 20% higher than that in the last year. ● 80% of student leaders improve their self-confidence in activities. ● 70% of student leaders strengthen the sense of responsibility via the activities. ● 70% of student leaders use their leadership skills in the activities. ● 60% of students agree that taking part in extracurricular activities can help developing their interests. ● 80% of students attend diverse competitions. ● The number of students of the school teams and sports interest groups is 10% more than that in the last year. ● 70% of students recognize that they have improved the sense of commitment and sense of responsibility by taking part in community services, thereby establishing a sense of concern about the communities and serving for communities in the future. 	<ul style="list-style-type: none"> ● Documentation ● Group training record ● Assembly record ● Student questionnaire ● Minutes ● Competition record ● Teacher observation ● Teacher questionnaire ● Activity journal ● Student works 	<ul style="list-style-type: none"> Beginning of school year Whole year Whole year Whole year Whole year Whole year Whole year First semester Whole year Whole year Whole year Whole year 	<ul style="list-style-type: none"> Activity Department All subject panels Activity Department All subject panels Activity Department Counseling Department Activity Department All subject panels Activity Department Music subject P.E. subject Visual Arts subject All subject panels Activity Department Counseling Department CD Department Activity Department All subjects Activity Department Counseling Department Visual Arts subject Activity Department