



# Hong Kong Taoist Association Wun Tsuen School

## School Report (2009/2010)



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# Hong Kong Taoist Association Wun Tsuen School

## School Report of the Year 2009/2010

### 1. 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’ talents, 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.

### 2. School management

The Incorporated Management Committee is responsible for supervising and managing the school, and administrates the School Policy Management Committee, the Financial Supervisory Committee and the Learning and Teaching Committee, which corporate to plan and execute development projects, and communicate with the Parent-Teacher Association, the Alumni Association and the teaching staff closely. The structure of the Incorporated Management Committee is as the following:

Sponsoring body Managers	Sponsoring body alternative Manager	Teacher Manager	Alternative teacher Manager	Parent Manager	Alternative parent Manager	Independent Manager
5	1	1	1	1	1	1

### 3. Teaching objectives

The year of 2002 was a breakthrough year of our school, as it was the first time that non-Chinese speaking (NCS) students have been enrolled to our school. And in order to carry forward the Taoism spirit of inclusiveness, equality and humanity with our school’s vision of establishing a multi-cultural learning environment of with diverse learning prospects, we aim to provide a multi-cultural learning pattern to our students, develop an international vision among students, and promote the equality spirit of mutual fusion and encouragement. We have also introduced brand-new educational concepts and teaching strategies in order to improve students’ ability in different aspects.

### 4. School facilities

Besides the 24 standard classrooms, a visual arts room, a music room, a computer room, a library, a language room, an intensive remedial room, a dancing room, a multi-functional activity room, a multi-purposes room and a lecture theatre are also available on campus. The brand-new and innovative equipments have created a perfect learning environment for our students.

### 5. Class structure

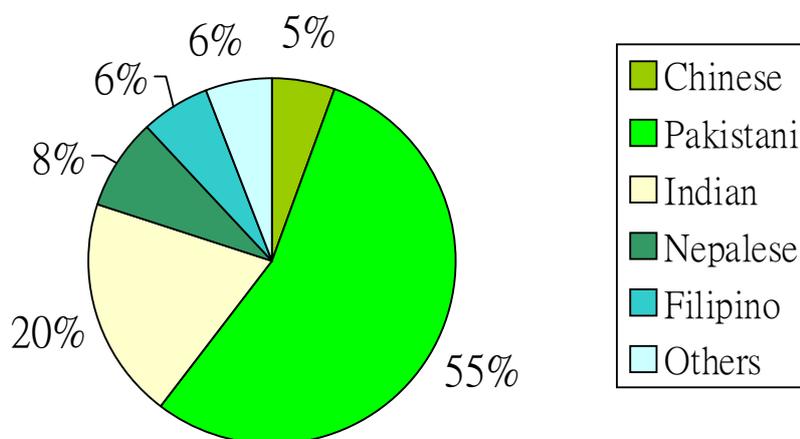
In the year of 2009/2010, our school established 21 classes. The number of students in each grade was:

Grade	1 (small- class teaching)	2 (small- class teaching )	3 (small-class teaching )	4	5	6	Total number
Number of classes	4	4	3	3	4	3	21
Number of students	79	97	79	93	129	110	587
Teaching Mode	Small-class Teaching was practiced in Primary 1-3, and Activity Approach was adopted in P.4-6.						

## 6. Our students

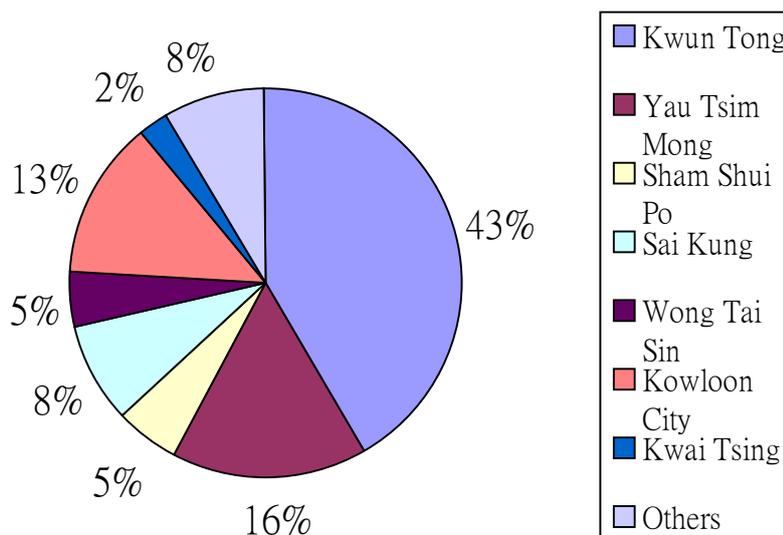
### 6.1 Nationalities

In 2009/2010, the school had students of 13 nationalities, with related statistical details as follows:



### 6.2 Residential districts

Only 42.61% of our students lived in the local district, while the others came from 14 different districts. Details of the residential districts of our students in 2009/2010 are as follows:



## 7. Our teachers

### 7.1 Qualifications of teachers (including the principal)

Number of teachers (Within approved establishment)	Number of teachers (beyond approved teaching staff establishment)	Qualifications of teachers (percentage %)			The percentage of teachers' experience		
		Recognized Diploma of Education	Recognized Bachelor's Degree	Special Education / Training	0-4 years	5-9 years	10 years or above
32	4	70%	95%	6%	53%	22%	25%

## 8. Achievements and reflection on major concerns

### Major Concern 1: Amplifying multi-cultural education

#### Achievements

##### School environment

- The school added a reading corner in the hall, featuring landmarks around the world and children of different nationalities. Besides, we set up a large world map with different landmarks and time zones, allowing students to record daily weather conditions around the globe. The arrangements of such a multi-cultural environment provide students with immersive learning experience and nearly 90% of our teachers agree that the school facilitates help students to learn about different cultures.

##### Professional development of teachers

- In the first term we invited Dr. Yuen Yuet-mui of the Hong Kong Institute of Education to host the workshop of multi-cultural education, helping our teachers to better understand related characteristics and theories. The year-end questionnaire survey shows that over 90% of the teachers consciously infuse multi-cultural knowledge into classroom teaching.

##### Curriculum

- Multi-cultural elements are infused into the curriculum of different subjects and have become enrichment topics for designing activities in learning fields. More than 90% of the teachers acknowledge that students can learn about different cultures in the classroom, while over 97% of them think that students have general understanding of different cultures.
  - ◆ The Chinese curriculum at each grade has included four articles with cultural characteristics for focused teaching, and all of them underline the good qualities of perseverance, respect and appreciation.
  - ◆ Project Learning / learning portfolios on multi-cultural topics have been completed in General Studies, with the questionnaire survey showing that over 70% of the students now have a deeper and broader understanding of different cultures. And the learning portfolios or project learning show their understanding and appreciation of the cultural scopes of different countries.
  - ◆ We launched Multi-cultural Integrated Arts curricula during the first and the second terms, with the themes of "Integrated Arts in Africa" and "The Art of Chinese Lion Dance" respectively. Students learned about African and Chinese arts and cultures and finished some creation tasks.
  - ◆ The picture book creation project was introduced into the discipline of Visual Arts, so that students could create picture books to introduce the culinary cultures and festivals of non-Chinese speakers and their life in Hong Kong. Accordingly, students came learn about and understand different cultures.
  - ◆ In music curriculum, teachers introduced musical instruments, songs or musicians of different countries, so that students would learn to appreciate and respect cultural differences in the school. Besides, we included Chinese children's songs in the classes to enhance students' interest in learning Chinese.
  - ◆ Cricket was included in Physical Education where students were taught some basic knowledge in that regard. We also invited coaches from Hong Kong Cricket Association for collaborative teaching in PE lessons for students of Primary Four & Five in terms of basic cricket skills.

##### Inter-disciplinary activities

- We organized the "Multi-Cultural Week" in the first term, in which different subjects designed classroom activities, worksheets and game booths related to different cultures in accordance with subject-based characteristics and the students' needs. Students were enthusiastic and devoted in the process. The questionnaire survey shows that more than 98% of the students liked classroom activities of the Multi-Cultural Week, and nearly 90% of them thought they learned something about different cultures in the process. Related worksheets and student performance also showed that most students managed to acquire relevant knowledge.
- And in the second term we organized the Learning Activity Day "Wun Tsuen Children's Museum", enabling students to learn about different cultures through activities in line with the four museums featuring Chinese culture, food culture, technology & civilization, as well as arts and life. 90% of the students said they liked the activities and that they learned about cultures of different countries. Related worksheet and student performance showed that most students were devoted to the activities and able to obtain relevant knowledge.

##### Extracurricular experience

- There was a 50% increase in the opportunities for students to take part in external competitions, events and performance, which on the one hand enabled them to have contact with the community, and on the other allowed local residents to have a better understanding of our students.
- Students gave a performance in the integrated arts drama at the 40th anniversary celebration. Attending guests spoke highly of the show and came to appreciate the talents of our students of different ethnic groups.

##### The questionnaire survey shows that:

- Over 90% of our students agree that the school can create and provide a harmonious and multi-cultural environment;
- More than 75% of the students say they are exposed to the cultures of more countries;
- Over 80% of the students say they learn about different cultures in various subjects;
- About 90% of the students indicate they have friends of other races;

- 85% of the students express their awareness of and respect for the ethnic and cultural differences among students.
- Over 90% of our students and teachers remark that students are able to accept, respect and appreciate other cultures;
- More than 80% of the students say they can have group activities with classmates of other races, and 95% of the teachers agree;
- Over 90% of students believe they can be more aware of their own cultures through different cultural activities and introduction functions;
- About 80% of our students think they have become more adaptive to the life in Hong Kong.

Overall, the school infuses multi-cultural elements into the environment, teacher training, curriculum and activities, all of which in line with students' needs.

#### Reflection

- In the coming year, teacher training on multi-cultural education may include introduction to specific courses or related policies and directions in other regions (e.g., Singapore, the United States), for the reference of our colleagues. Besides, we are planning a tour to Singapore for academic exchanges, so as to learn from their experience in multi-cultural education.
- It is generally believed that students will have better response and performance if cultural programmes are infused into the regular curriculum in line with interdisciplinary activities. Based on past experience, the coming year will feature the following adjustments:
  - ◆ More consideration will be given to the breadth and depth of multi-cultural education, and both vertical and horizontal development will be stressed in coordinating the courses of different subjects.
  - ◆ National education will be included in multi-cultural education. Related topics will be collected and arranged for planning.
  - ◆ Foreign teaching assistants of the school may help search for different data to facilitate our teachers' design of multi-cultural teaching materials.
- External competitions and activities allow students to have contact with the community on the one hand, and on the other allow local residents to understand and respect the ethnic and cultural differences among our students. Therefore more opportunities in that regard will be provided in the coming year.
- Based on the summary of last year's experience, we can set up a task force for the joint planning and discussion of the direction and implementation strategies regarding multi-cultural education.

## Major Concern 2: Optimizing classroom teaching and learning

### Achievements

#### Optimizing the learning environment

- A reading corner was set up in each class to provide students with English and Chinese books appropriate for them. In a student-oriented manner, classrooms were posted with vocabulary cards, graphics, examples and formulas of related courses, for the sake of immersive learning on the students' part. In addition, students' works and discipline-related materials were also posted at visible places in the classrooms. Those measures helped create a pleasant learning atmosphere conducive to students' engagement.
- Lesson observations showed that teachers of different subjects made good use of classroom facilities to enhance students' learning effectiveness. And students also make good use of such facilities for self-enhancement after class.

#### Professional development of teachers

- We arranged the "Time for Teachers' Professional Development" each Wednesday, so that teachers could conduct collaborative lesson preparation and have other academic exchanges. Over 90% of the teachers remarked in the questionnaire survey that the school provided sufficient sessions of collaborative lesson preparation for them to cooperate and communicate with each other.
- Collaborative teaching was adopted for the subjects of English, Mathematics and General Studies, and was recognized by more than 85% of the teachers as being conducive to enhancing their teaching effectiveness. The ESR report points out that the school has a detailed planning for collaborative teaching and provides a platform for professional exchanges among teachers.
- We arranged related quality circles for teachers, who conducted exchanges with their counterparts from other schools in three parts (for the subjects of Chinese, English and Mathematics). According to more than 80% of the teachers, the quality circles helped them understand the curriculum and teaching methods in other schools.
- Lesson observations and graded worksheets showed that teachers were paying more attention to and grasped related skills in handling individual differences.
- More than 80% of the teachers said they understood the concept of cooperative learning and were able to adopt relevant strategies in teaching.

**Curriculum and teaching**

- *Cooperation with the University of Hong Kong (HKU) to develop a Chinese curriculum for non-Chinese speaking students of Primary One to Three.*

It was the third year for us to cooperate with the Faculty of Education of HKU. And we completed the school-based curriculum for non-Chinese speaking students of Primary One to Three through teacher training, collaborative lesson preparation and after-class discussions. We scheduled pre- and post-implementation tests at the beginning and the end of the school term (see the table below). A value-added rate of 0.6 or above indicates a strong level, while 0.9 or above indicates a very strong level (Cohan, 1988). Overall, we can see significant progress on the students' part.

	Primary One	Primary Two	Primary Three	
Domain	Chinese Characters level		Reading	Writing
Effect size	+2.62	+2.27	+1.15	+1.82

- *Cooperation with the EDB's Language Support Team to develop a Chinese language curriculum for non-Chinese speaking students of Primary Five.*

The school started participating in the school-based support scheme organized by the EDB's Language Support Team. To be specific, we conducted collaborative lesson preparation with the support personnel on a weekly basis for developing module-based teaching plans for non-Chinese speaking students of Primary Five, so as to improve their abilities in Chinese learning.

- *Participation in the EDB's Seed Project (KS1) for English teaching, with the stage for Primary One already completed.*

To enhance students' abilities in English listening, speaking, reading and writing, we participated in the EDB's Seed Project (KS1), conducting collaborative lesson preparation through teachers' workshops, in addition to collaborative teaching with NET teachers. Besides, the project provided students with more opportunities of reading and writing, and most of them had their reading levels enhanced from zero or one to three or four, some of them even eight or above.

- *Participation in the "Partnership for Building Learning Communities of Primary School Leaders & Mathematics Teachers" initiated by the Chinese University of Hong Kong*

To further enhance students' effectiveness in learning Mathematics, we participated in the "Partnership for Building Learning Communities of Primary School Leaders & Mathematics Teachers" initiative by the Chinese University of Hong Kong (CUHK) during this school year. In the programme, our teachers shared their teaching experiences and ideas with their counterparts from other schools. We also went to several primary schools in Guangzhou for lesson observation and analysis so as to learn from our counterparts on the Mainland and subsequently to optimize classroom teaching. In addition, led by CUHK instructors, our teachers conducted teaching by adopting the 4Ps steps, namely Problem clarification, Planning, Program action, and Progress assessment. The university instructors even came to meet our students at the school, asking about their difficulties in Mathematics learning, so as to help our teachers arrange classroom activities more effectively. The students had their abilities in Mathematics enhanced after a series of teaching activities.

- *Participation in CUHK's programme of "In-service Teacher Professional Development Course on Fostering Communities of Practice to Enhance Learning & Teaching in a Small Class Environment"*

During this school year, our General Studies Department participated in CUHK's programme of "In-service Teacher Professional Development Course on Fostering Communities of Practice to Enhance Learning & Teaching in a Small Class Environment". The programme was intended to make good use of the small class learning environment to facilitate more effective learning on the students' part. Through the teaching process of 4Ps, namely Problem clarification, Planning, Program action and Progress assessment, teachers could better understand the elements conducive to and the needs of students' learning, so as to design learning contents and methods for students in a more comprehensive manner. The small class learning environment enabled a high degree of interaction between teachers and students, and created real situations on campus to facilitate students' active engagement. Last but not least, teacher assigned some homework or tasks for students' after-class empowerment, for the sake of consolidation of knowledge. In a word, we trained students to be independent learners by means of the 3E elements above.

- *Implementation and designing of school-based arts curriculum by means of the thematic teaching across different art forms.*

Themes of the integrated arts curriculum during this school year were "African Arts" in the first term and "Arts of Chinese Dragon and Lion Dance" in the second term, respectively. In related classes, our PE teachers instructed students in body movements and dancing, Music teachers in instrument playing and Visual Arts teacher in creation of performance props. Besides, we invited staffs from Ha Tak Kin Martial Art Society Ltd. to the school to instruct students on the basic skills of dragon and lion dance. Students not only got access to the characteristics and knowledge of different types of integrated arts, but also had the opportunities to participate in performances.

**Diversified assessment**

- We introduced the model of diversified assessment models, e.g. learning portfolios in Mathematics, General Studies, Music, Physical Education and Visual Arts, project learning and life skills assessment in General Studies, "show and tell" in English, all of them being effective in evaluating students' learning abilities in different aspects.
- After the formative and summative assessments, teachers would fill in relevant analysis forms for reflection and adjustments in teaching.

**Reflection**

- In the coming year we will continue to develop school-based curriculum by cooperating with tertiary institutions and the EDB. Among other things, we will cooperate with the HKU to develop a Chinese curriculum for non-Chinese speaking students of Primary Four and optimize that for similar students of Primary One to Three, with the plan to include local mainstream teaching materials. And in our second year's participation in the EDB's "Seed Project (KS1)", we will continue to optimize the English language curriculum for Primary One students and develop that for those of Primary Two. We will also take part in the EDB's "English Enhancement Grant Scheme for Primary Schools" to develop the relevant curriculum for Primary Four students. For Mathematics and General Studies, we will continue to seek external support to conduct classroom action research and curriculum adaptation.
- The school will participate in CUHK' "Educational Leadership for student learning" programme in order to enhance our teachers' effectiveness in the classroom and to provide more opportunities of professional exchanges. Besides, it will improve the leadership abilities of our middle-level personnel related to teaching and curriculum and it will train higher-grade students to become small tutors.
- The curriculum of Integrated Arts works well, so we should continue developing the effective initiative of theme-based subject integration. But the curriculum may be implemented beyond the activity hours at the eighth session. Some contents may be included into the formal curriculum and conducted in the classroom. In addition, more opportunities will be provided for students to conduct independent exploration and learning, with related learning portfolios as records.
- Positive results have been witnessed in collaborative lesson preparation, collaborative teaching and peer observation. To further enhance the effectiveness of collaborative teaching, it is advisable to determine the focus for collaborative lesson preparation beforehand and to arrange sharing sessions. Apart from demonstration classes, in the coming year we will also try out school-wide lesson analysis, so that teachers may have more exposure to different teaching strategies for mutual learning and accordingly enhance their teaching effectiveness.
- As teachers have mastered the skills of pairing and grouping, more attention may be paid to the training of skills related to student discussion and reporting.
- The assessment tools for different subjects are taken shape. In the coming year we may enhance the effectiveness of teaching and learning based on the data and results of assessment analysis. Besides, assessment contents shall avoid too much rote memorization but instead shall include more inspiring and open questions. We will also continue establish the culture of self-assessment and peer assessment among students.

**Major concern 3: Enriching students' extracurricular learning experience****Achievements****Flexible use of class hours to increase students' learning experience outside the classroom**

- Activity hours were relocated from the ninth to the eighth session on Tuesday and Friday during this school year, with one hour per class. Students could make good use of the time for different activities, so as to increase their extracurricular experience, to broaden their horizons and to develop their interests.
- We organized the Mathematics Week during recess time, with contents including mathematician profiles, introduction to speed calculation methods and related competitions, memorizing the multiplication table, etc.
- The school organized "lunchtime concerts" over one week in mid-April, with performance by students of the instrument class and the choir.
- The Hong Kong Philharmonic Orchestra performed quartet at the school on June 22, and our Primary Four students went to appreciate quartet performance at "HSBC Creative Notes" on March 24.
- The pilot class of swimming for Primary Three students was well received.
- Thanks to the Life-wide Learning Day, students of Primary One to Six were able to visit different places and had more life experience (such as taking the cable car and the ship). About 90% of the students said they gained more knowledge and life experience in real situations.
- By adopting the museum-based teaching, teachers designed the "Wun Tsuen Children's Museum" for students to have personal experience and a better understanding of related knowledge through visits and guided tours.

**After-school activities**

- In this school year, we successfully organized several after-school activity groups, including those of Lego computer robot making, photography, Olympic mathematics, Art club for lower-grade students, sculpture, etc. Besides, the three existing uniform groups saw increase in the number of their members. Overall, there was an increase of 20% in the participation in extracurricular activities, as compared with the previous year.
- We engaged external professionals as instructors for school teams and interest classes, such as folk dance, drama, table-tennis, basketball, cricket, swimming, taekwondo, African drums, harmonica and Spanish.
- According to 90% of the students, those initiatives increased their exposure to extra-curricular knowledge and broadened their horizons.
- This year's ECA Achievement Award drew to a successful close. Students were asked to record their participated activities and their feelings. And at the end of the school term, class teachers and teachers of activity groups selected outstanding students of different grades based on their records and performance.

- The school celebrated its 40th anniversary at the Polytechnic University Jockey Club Auditorium in March 2010, with over 200 teachers and students gave an excellent performance in the integrated arts drama of "When Dreams Come True". Thanks to the students' outstanding performance after months of rehearsal and production, attending guests spoke highly of the show and came to appreciate the talents of our students of different ethnic groups.

#### Service learning

- As a new initiative, we selected student officers or leaders in each activity groups, together with the programme to train leader students to assist teachers in activity planning. The questionnaire survey shows that over 70% of student leaders had their confidence and sense of responsibility enhanced in the activities, while 65% of the student leaders brought their leadership into play during the process.
- In this school year there were 431 service posts (including uniform teams) and around 200 in-class service students, resulting in a total of about 631. Each team of service students had their leader, who was responsible for monitoring the team members and for reporting.
- We provided students with more learning experiences related to social services, such as the Elder Academy and the student volunteer group. After completing basic pottery course, students assisted in teaching senior citizens to make earthenware, with most of the elderly people being able to finish two pieces. Students also visited elderly homes; in addition to serving the elderly, students also went to kindergartens as caring ambassadors. They led and taught children to play games, do crafts, clean the campus, perform magic, sing folk songs and do dragon boating. In those service activities, students tried their best to communicate with the elderly and the children, teaching what they had learned to others. And the service users were also happy during the process, which was a good example of intergenerational harmony. According to 90% of the participating students, community services increase their morale and sense of responsibility, thus laying the foundation for their future care and services for the community.

#### External competitions and events

- The number of students taking part in external competitions, events and competitions during this school year had a 50% increase compared with the previous year. The students all did a good job, with some of them even winning awards.
- More than 80% of the students said there was significant improvement in their knowledge and skills.
- We arranged students from immigrant families to visit famous attractions in Hong Kong, and 81% of the participants said it helped them better understand the territory and the local culture.

#### Reflection

- To avoid confusion among students and to improve the coherence of courses or activities, it is advised to reduce the categories of co-curricular activities from six to three, namely weekly gatherings & growth lessons, interdisciplinary activities and extra-curricular activities.
- It was the first time for us to organize the "Wun Tsuen Children's Museum". Although the expected goals were reached, teachers might have exposed students to too many contents at a time; as a result, it might be difficult for students to fully grasp all the points. It is recommended that we learn from the precious experience and extend the display hours in future, so that students may have sufficient time to study in the museum.
- The volunteer group received praises for their excellent job in the Elder Academy and the visits. It is proposed to expand the group so that more students can take part.
- The questionnaire survey shows that improvements are required for training courses for student leaders. It is recommended that we conduct leadership training through cooperation with the Guidance and Discipline Departments, so that students can enhance and practise their ability of activity planning.
- In the following school year, we will arrange more students to participate in competitions and public performances. For example, we will organize more "lunchtime concerts", so that the instrument class can enhance their skills through more performances. We will also organize Primary One students to participate in speech competitions, for the sake of developing their potentials.
- The "Life-wide Learning Day" provides students with more life experiences, and teachers design related activity logs for knowledge consolidation. In the coming year, we will design specific questions for the sake of more focused learning on the students' part.
- The engagement of external coaches showed very good results. If the school and the parents can afford the costs, we may engage more professional coaches in different aspects and organize more activities, such as calligraphy, fencing, bowling and karate.

## 6. Our teaching and learning

"Optimizing classroom teaching and learning" is one of the priority tasks in the school's three-year development plan. We arrange the "Time for Teachers' Professional Development" each Wednesday, so that teachers may conduct collaborative lesson preparation and have other academic exchanges. Besides, we continued cooperation with academic institutions and the EDB within this school year to conduct classroom research, collaborative lesson preparation and collaborative teaching, within efforts in designing and optimizing school-based curricula of different subjects, including:

- Cooperation with the University of Hong Kong (HKU) to develop a Chinese curriculum for non-Chinese speaking students of Primary One to Three.
- Cooperation with the EDB's Language Support Team to develop a Chinese curriculum for non-Chinese speaking students of Primary Five.
- Participation in the EDB's Seed Project (KS1) for English teaching
- Participation in the "Partnership for Building Learning Communities of Primary School Leaders & Mathematics Teachers" initiated by the Chinese University of Hong Kong
- Participation in CUHK's programme of "In-service Teacher Professional Development Course on Fostering Communities of Practice to Enhance Learning & Teaching in a Small Class Environment"

In line with the priority task of "amplifying multi-cultural education", multi-cultural elements are infused into the curriculum of different subjects and have become enrichment topics for designing activities in learning fields.

The school is also committed to developing a more comprehensive curriculum for school-based Multi-cultural Integrated Arts curricula, which is designed on a modular basis with cooperation of Visual Arts, Music and Physical Education.

We implement small class teaching in Primary One to Three and the activity approach in Primary Four to Six. To further enhance teaching effectiveness and to cater for individual learning differences, teachers of English, Mathematics and General Studies conduct collaborative teaching in line with collaborative lesson preparation and lesson observation & analysis, so as to promote professional exchanges.

Diversified assessment means, such as learning portfolios, project learning and skill performance, are being tested, so as to evaluate students' different learning abilities more effectively. For better results of learning and teaching, teachers of different subjects are required to analyze student homework and evaluate their performance after collaborative lesson preparation and assessment, so as to understand students' learning needs and to make reflection and adaptation in teaching.

To bring students out of the classroom and enrich their life experience, the school launched the "Life-wide Learning Day" in December, so that students of Primary One to Six could go to different places for learning and visits. Besides, in line with the priority tasks of "amplifying multi-cultural education" and "enriching students' extracurricular learning experience", we organized the cross-disciplinary learning activity called "Wun Tsuen Children's Museum" in May of this school year, so that students could have personal experience and a better understanding of related knowledge through visits and guided tours.

The school received the Gold Award for Arts Education 2009 from the Hong Kong Arts Development Council. Judges pointed out that the school's arts planning covered a great variety of domains and inspired the participation of all the students. They also praised our parade events for bringing students of different races together, for helping students establish the sense of belonging, and for enabling local residents to better understand and respect non-Chinese speaking students. The award serves as recognition of our efforts in promoting arts education.

To encourage students to read more books, we have renovated the auditorium reading corner during this school year. That, together with the existing library, classroom reading corner and mobile library, allows students to better enjoy reading in a comfortable environment. Apart from the morning reading on each Tuesday, we also encourage students to read more and read often, so as to promote the reading culture. Related initiatives were taken in line with functions such as "Reading Award Scheme", "List of Top Individual Borrowers", "Competition on Reviving Figures in Books", "Story-telling Competition", "Book Recommendations by Schoolmates", "Book Recommendations by Teachers", "TVB Children Festival Story-telling Contest", etc., which the students were enthusiastic about and most of them actively took part. The reading strategy is systematically infused into Chinese and English teaching, so as to enhance the students' effectiveness and ability in reading. Besides, the library club publishes information related to reading and books by means of newsletters, so that parents may understand the school's reading culture and provide cooperation in relevant activities.

## 10. Our support for the growth of students

The school has established policies to provide students with specific and comprehensive supports for the sake of their overall development and healthy growth. Thanks to the participation of the faculty and all the students, we are able to implement a clear and reasonable system of rewards and penalties and to create a caring and inclusive environment on campus through different activities and plans, so as to support and promote the development of students.

The school-based support services are targeted at students' needs in the three aspects of growth and social development, learning, and special education.

1. Growth and social development
  - Dual class teachers policy  
The dual class teachers policy enables more care and love for students.

- Good Kids Award Scheme  
The points award scheme with school-wide participation over a whole school year is conducive to cultivating, strengthening and consolidating the moral and social development of children's good behaviours. The scheme features a cycle of six years, during which every student may obtain up to 18 different medals. Last year, 395 students received the first medal, 249 students were awarded the second and 112 got the third one.
- Co-curricular activities  
Growth lessons: Based on the EDB guidelines, we design different curricula to cater for the growth needs of students at all grades, so as to encourage them to conduct multi-facet analysis and to establish correct values.  
Weekly gatherings: Weekly gatherings feature themes of specific days, such as the World Citizens Day. To be specific, they are usually moral categories which are important but rarely mentioned in the lessons of different subjects, with reference to the "Revised Moral & Civic Education Framework" as well as data in the affective questionnaire. Besides, in weekly gatherings, we also introduce cultures of different countries in line with the priority task.  
Subjects: In the classes of Chinese, English, Mathematics and General Studies, students are provided with extra-curricular knowledge in related aspects through different themes.  
Arts and sports: The themes of the first and the second terms were "African Arts" and "Chinese Traditional Dragon and Lion Dance" respectively, which enriched students' learning experience from different angles, including visual arts, music and body art.
- Understanding Adolescents  
We joined the "Understanding Adolescents" Project in September 2006. So far support programmes are provided for students of Primary Four to Six. Their senses of belonging, optimism and competence are cultivated through a number of resilience-enhanced activities, such as teamwork, volunteer services, as well as day & night camping.
- Love School Award Scheme  
By commending students who attend school on all school days, it helps non-Chinese speaking students to be fond of school-going.
- Student ambassadors of "Active, Bright and Caring"  
This year ten student ambassadors joined the "Active, Bright and Caring" programme, which is implemented by the EDB's Discipline and Guidance Team for constructing healthy campus.
- Service learning  
By joining uniform teams and taking part in volunteer services, students can make improvements in personal disciplines, self-care, resilience, sense of responsibility, sense of belonging, as well as the mission of serving others. Apart from internal service posts and external service activities, we managed to get a 80,000-dollar grant from the Elderly Commission for the establishment of "Intergenerational Elder Academy Without Borders" during this school year. And we continue to cooperate with the Elderly Centre of Yuen Yuen Social Service and the Caritas Ngau Tau Kok Elderly Centre to promote pottery-making, English conversations and fitness courses for senior citizens. Through this initiative, students not only learn more about pottery making and elderly care, but also get precious experiences of teaching English and pottery making to senior citizens.
- Making good use of community resources  
By working with different social service agencies, we have organized a series of counselling activities, both internally and externally, of remedial, preventive and developmental natures, such as "Kwun Tong District Health Promoting School Scheme", "South Asian Health Support Programme", "Under the Same Sky" Growth Plan, "Chinese Acrobatic Training Programme" and special seminars, helping students to growth healthily with correct values and a positive outlook.

## 2. Learning support

- We help new students of Primary One and other grades to get used to school life, by offering the "Summer Bridging Programme for Primary One Students" jointly with Caritas Centre, as well as the "New Student Bridging Programme" conducted by our foreign teaching assistants.
- Pre- and after-school learning support  
For pre-school learning support we provide enrichment/consolidation programmes for Chinese Language, English Language and Mathematics. And initiatives of after-school tutoring include the "School-based After-school Learning Support Programme" by Yuen Yuen Social Service, the "District-based After-school Learning Support Programme" by Family Learning Association, as well as the "After-school Chinese Lessons" and "After-school Homework Tutor Class" by Caritas Centre.

## 3. Special education

By means of early identification at Primary One, Learning Achievement Measurement (LAMK) and teacher observation, the school identifies students' major needs for support as soon as possible. And we provide support for students with special education needs via the pattern of "School-wide Participation in Caring for Students with Different Learning Needs". During this school year, we have provided a series of activities to support students with different needs. Related initiatives include the Individual Education Plan (IEP), reading and writing interest group, muscle training & coordination group, speech therapy group, hand function improvement group, social development programme, big brothers & sisters programme, etc. The school also conducts assessment and counselling for students with special needs by making good use of external resources, such as pedagogical psychologists of the Education Bureau and the Integrated Family Service Centre of the Social Welfare Department.

**Parent support**

- Parent education  
To enable better family support for students, the school conducts parent education, such as Chinese classes and related seminars.
- Parents' support for the school  
We have set up a new team of "parent volunteers" and launched the "Story-telling Mums" lunchtime reading scheme.
- Home-school communication  
We attach great importance to home-school cooperation and establish a good relationship with parents. In addition to daily telephone calls and interviews, we also communicate with parents through various channels, such as: the Parents-Teachers Association, the biweekly "School Newsletter", the bimonthly "Class Newsletter", the "Parents Day" and the "Parents Evening". The questionnaire survey shows that over 90% of parents agree that they are kept updated about the school's situation and development and that their opinions are respected.

**School atmosphere**

The APASO 2009-2010 shows that our students like the school very much. More than 95% of our students say the school is a happy place for them, 98% think the school prepares them well for their future, and about 97% remark that they learn something valuable and important in the school.

Relevant results also indicate good relations between teachers and students, with 94% of the students saying that teachers are patient with them and capable of helping them resolve problems. As for social development, more than 94% of the students say their schoolmates are friendly and they get along quite well. Related data also reveal a high sense of achievement and a pleasant learning experience among our students. More than 93% of our students think that they can succeed, that they are interested in what they do and that they enjoy everything in the class.

**11. Student performance****11.1 Non-academic performance of students**

In response to the first and the third priority tasks in the three-year development plan, we provide students with more opportunities to take part in extracurricular activities and competitions based on their needs, hoping that they can have their potentials developed and their horizons broaden, and that local residents may better understand and respect the ethnic and cultural differences among our students. During this school year we added a number of activities, such as "Hong Kong Mathematics Creative Problem Solving Competition for Primary Schools", "Hong Kong FLL Robotics Tournament", "Riding School Visit and Pony Riding", "Chinese Acrobatic Training Programme", "Little Magician Training Programme", "Elder Academy", "Leadership Training Course" and so on. Besides, our students were invited to perform harmonica ensemble at TVB's "After School ICU", to give finale performance at the "Kwun Tong District Be Net Wise Carnival Folk Song Show" and to perform folk songs at the "ISS HOPE Centre Inaugural Carnival".

**11.2 "40th anniversary celebration"**

The school celebrated its 40th anniversary at Hong Kong Polytechnic University Auditorium on the afternoon of 6 March 2010. We were honoured to have Mr. Tsui Kai Cheung of Principal Education Officer (Kowloon), School Development Division, Education Bureau as the officiating guest, in addition to the attendance by hundreds of guests, alumni, parents and students, making the celebration a really grand event. Among other things, a large integrated arts drama entitled "When Dreams Come True", an original piece materialized by over 250 teachers and students both on and off the stage, was greatly appreciated by the guests. The whole drama was divided into five acts and included different forms of performances, such as solo and choral singing of Chinese and Western songs, dance, Hungarian folk dance, African drums and giant puppet performance. It was a huge success, judging from remarks by the guests, responses from the audience as well as the post-performance survey. Our students had a wonderful experience to demonstrate their artistic talents. Accordingly to the questionnaire survey, 94% of the participating students enjoyed the performance while 90% of them said their confidence was enhanced during the process.

**12. Financial report**

<b>Name of A/C</b>	<b>0910 Expenditures</b>
Expanded Operating Expenses Allowance	1,491,514.96
Information Technology Grant	316,490.50
S B NAC Support Grant	78,400.00
Jockey Club Life-wide Learning	47,510.00
Capacity Enhancement Grant	686,396.97
Understanding Adolescents (Primary) Project	38,993.00
Student Counselling Service Plan	32,118.00
Subsidies for Small Class Teaching	691,757.87
After-school Learning Support	427,980.07
Non-Chinese Speaking Students	474,761.54
Quality Education Fund (QEF)	316,625.00
Enhanced Speech Therapy Benefits	60,000.00
<b>0910 Amount of expenditures</b>	<b>4,662,547.91</b>

### 13. Feedback and follow-up

In the first year of the school's three-year development plan, related experiences, data and examples show that all the three major concerns went on smoothly. Judging from related data and evidence, the expected goals have been basically achieved and the results are satisfactory.

In Major Concern 1 "Amplifying multi-cultural education", our teachers have made great improvement in terms of their awareness and mastering of multi-cultural education, thanks to professional training by related experts, exchanges with other schools and learning circles with their fellow colleagues. By means of on-campus multi-cultural settings as well as multi-cultural activities both inside and outside the school (such as weekly gatherings and multi-cultural weeks), teachers have created a multi-cultural context for the students' immersive learning. And a multi-cultural curriculum has been developed with the cooperation of different disciplines (both horizontally and vertically). Judging from related data and evidence, students can not only recognize their own cultures and themselves, but also learn to understand, accept, respect and appreciate other cultures.

Apart from the above initiatives, in the coming year we will set up a task force to plan and coordinate the multi-cultural enrichment materials for different disciplines, making efforts to enhance students' moral qualities with a global outlook, and to develop their abilities of evaluation and analysis regarding humanity, ethnic groups and cultures. We shall also improve student performance in order to avoid discrimination and to promote equality of opportunities in society. Efforts shall also be made to enhance the local residents' awareness of and respect for the ethnic and cultural differences among our students. Besides, we will help students to be better integrated into the life in Hong Kong through enhancing their understanding of the local culture and the Chinese culture.

In Major Concern 2 "Optimizing classroom teaching and learning", there have been certain achievements regarding optimization of learning environment, teachers' professional development, school-based curriculum design and introduction of a diversified assessment model. In the coming year, we will continue to improve the school-based curriculum and assessment-stimulated learning, by means of cooperation with the EDB and both local and overseas education institutions, as well as learning circles among our teachers. In addition, in terms of class operation, we have focused on the development of cooperative learning, active teaching and collaborative teaching during this school year. Teachers have basically grasped related skills while students have improved their learning effectiveness thanks to the initiatives. In the coming year, we will allocate more resources through administrative arrangements for teachers to further improve the said classroom operations and to develop other teaching models in line with school-based needs. We also participated in the "Educational Leadership Conducive to Student Learning" as organized by CUHK, which enhanced the leadership effectiveness of our middle management and the teaching effectiveness of our teachers by means of sharing, meetings, lesson observation & analysis, as well as training for middle-level personnel.

In addition, the school will be organizing teachers for a visit to Singapore during next academic year, so that they can communicate with their counterparts there and to broaden their horizons. The Visual Arts Department will also launch a pottery making programme with the local schools in Singapore, so that students from both places may exchange their ideas of creation on the Internet and exhibit their works in Singapore. In the coming year, the school will on the one hand purchase thirty-five notebook computers, while on the other submit a proposal to apply for funding for the e-learning program, so as to broaden students' learning space.

As for Major Concern 3 "Enriching students' extracurricular learning experience", the school has made flexible arrangements of the classes and made good use of resources to improve both the quality and the quantity of after-school activities, which provides students with extra-curricular learning experiences in a balanced and diversified manner, helps students develop their potentials and different interests, and promotes life-wide learning. Related data and evidence show that students have indeed gain more knowledge outside the classroom, broadened their horizons, as well as increased their confidence and sense of responsibility. However, their leadership skills need to be strengthened through the leadership training programme.

The long-term issue of school bus arrangements may be resolved in the coming year, so that more lower-grade students can participate in after-school activities. Through the Elder Academy and other service initiatives, students have learned to serve and care for others. In the coming year, we shall further enhance their care for and sense of belonging to the community and Hong Kong via the second phase of Elder Academy, community visits, volunteer services and other initiatives.