



**Hong Kong Taoist Association Wun Tsuen School**

# **Annual School Plan Year 2010-11**



## **Our mission**

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

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

## **Major concern of the year 2010/11 (in order of priority)**

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

## 1. Major concern: Amplifying multicultural education

Objective	Strategy	Criteria of success	Evaluation method	Schedule	Person responsible
<ul style="list-style-type: none"> <li>● To pay attention to effective orientation, and let students identify their own cultures and recognize themselves in it.</li> <li>● To know, accept, respect and appreciate other cultures.</li> <li>● To promote the improvement of a student's personal moral character, for example, seeking the truth, having a broad world outlook and having a care for all mankind.</li> <li>● To develop critical thinking skills and make wise decisions regarding real life, racial and cultural issues.</li> <li>● To improve performances and avoid differential treatment, thereby promoting the realization of equal opportunities in both education and employment.</li> <li>● To allow our community members to better understand and respect the cultural differences that exist in our students who mostly originate from countries outside of Hong Kong.</li> <li>● Adapting to life in Hong Kong.</li> </ul>	<ul style="list-style-type: none"> <li>● The school Administration Department is responsible for inviting experts in multicultural education to give professional training to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● 80% of the teachers agree that the Teacher Development Day helped them further understand multicultural education.</li> <li>● 80% of the teachers embed multi-cultural ideas in lesson-planning.</li> <li>● Multi-cultural enriched teaching materials are prepared and students' composition exercises are analyzed, indicating students' understanding of different countries and cultures.</li> <li>● The findings of the student survey and workbook reflect that 85% of students agree that they have understanding of others' cultures; and that different nations have different cultures.</li> <li>● The findings of the survey also reflect that 85% of students think they can respect and appreciate other cultures.</li> <li>● 80% of the teachers realize that community members can have more understanding of students who have different cultures.</li> <li>● 70% of the students who joined the activity think that community members can have more understanding and respect for our school's students who have different cultures.</li> <li>● 60% of the students who joined the activity think that they can adapt to the life in Hong Kong.</li> <li>● Using data from the beginning and the end of school term Chinese cultural survey; 70% of students think they have more appreciation and understanding of China.</li> </ul>	<ul style="list-style-type: none"> <li>● Minutes of subject meeting</li> <li>● Collaborative planning record</li> <li>● Sample of designed schoolwork</li> <li>● Samples of student schoolworks</li> <li>● Peer lesson observation</li> <li>● Student questionnaire</li> <li>● Subject schedule</li> <li>● Student self-evaluation questionnaire</li> </ul>	September	School Administration department(SA) Curriculum Development Department
	<ul style="list-style-type: none"> <li>● Books about multi-culture to be made available in the library and classrooms for both students and teachers to read. These books will be purchased by the Library Department following consultation and collaboration with all of the subject panels.</li> </ul>			Whole year	Subject panels
	<ul style="list-style-type: none"> <li>● Reading ambassadors will read through the books about the cultures of different countries. They will then share the messages they have learned by way of morning assemblies, recess time and by using the school's notice board.</li> </ul>			Whole year	
	<ul style="list-style-type: none"> <li>● Incorporate important multicultural topics into the curriculum framework and design enriched teaching materials for different areas of learning with the collaboration of all subject panels.</li> </ul>			Whole year	Curriculum Development Department (CD)
	<ul style="list-style-type: none"> <li>● There will be different strategies for the teaching of multi-cultural education, split between junior and senior form students.</li> <li>● 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.</li> <li>● Subject panels will assist in the process of teaching students to enhance their understanding of local Hong Kong and Chinese cultures in order to help with their adaption to life in Hong Kong.</li> </ul>			Whole year	Academic Advisory Department(AA) Moral and Civic Education Team
	<ul style="list-style-type: none"> <li>● The Activity Department, the Counseling Department and the subject panels will work together to investigate the opportunities that are available for students to enter different communities in order to realize and experience "local life" in a real life environment.</li> </ul>			Whole year	Activity Department Counseling Department
<ul style="list-style-type: none"> <li>● Carrying out multicultural education through activities. For example: -A short talk on the physical education in different countries will be introduced into the morning assemblies. -The Campus TV program will become a channel for students to introduce their country's culture to the rest of the school. -Arrange related seminars or activities on multicultural education for students.</li> </ul>	Whole year	Subject teachers			

## 2. Major concern: Optimizing classroom teaching and learning

Objective	Strategy	Criteria of success	Evaluation method	Schedule	Person responsible
<ul style="list-style-type: none"> <li>● To optimize our teaching curriculum for:               <ul style="list-style-type: none"> <li>(a) Chinese language</li> <li>(b) English language</li> <li>(c) Mathematics</li> <li>(d) Integrative Arts</li> </ul> </li> <li>● To enrich a student's authentic learning experience.</li> <li>● To establish partnerships with teachers through mutual support and the facilitation of our teachers' professional development.</li> <li>● Teachers can use diverse teaching strategies to assist students to learn effectively and to attain their teaching objectives.</li> <li>● To cater for the different learning needs of students so as to improve their learning ability.</li> <li>● With different modes of assessment, teachers can analyze a student's learning needs through composition exercises and by progressive and summative assessments, thereby strengthening the effectiveness of both learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>● With the cooperation of all subject panels, the Library Department will organize and provide reference books and teaching materials for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Refer to "NCS Chinese program"</li> <li>● Refer to "Seed Programme"</li> <li>● Refer to "English Enhancement Grant Scheme for Primary Schools"</li> <li>● 80% of the teachers believe that the optimized school-based curriculum can improve students' learning performance.</li> <li>● 80% of the teachers recognize that diverse teaching strategies can assist students to learn effectively</li> <li>● 80% of the teachers admit that class observation, co-planning, co-teaching (Eng, Mathes and G.S.), enhances the professionalism, reflection, and effectiveness of teaching.</li> <li>● 80% of the teachers can apply these teaching strategies during class observation to assist students to learn more effectively.</li> <li>● Refer to "Educational Leadership for student learning" programme.</li> <li>● 80% of the teachers think that they can master the new assessment mode</li> <li>● 80% of the teachers realize that the assessment tools used can help evaluate students with different learning abilities.</li> <li>● 70% of the teachers analyze students' needs through evaluation, thereby strengthening the effectiveness of learning and teaching</li> <li>● 75% of students believe that they can master what they have learned.</li> </ul>	<ul style="list-style-type: none"> <li>● Class observation record</li> <li>● Class evaluation record</li> <li>● Teacher and student learning questionnaire survey</li> <li>● Peer lesson observation</li> <li>● Collaborative planning record</li> <li>● Sample of design schoolwork</li> <li>● Sample of student schoolwork</li> <li>● Subject meetings</li> <li>● Student results</li> <li>● Performance of student work</li> <li>● Student self-evaluation questionnaire</li> <li>● Learning portfolio</li> </ul>	Whole year	Library Department Subject heads
	<ul style="list-style-type: none"> <li>● Providing pertinent learning support through cooperation with our consulting team, our partner universities and the Education Bureau in the following areas:               <ul style="list-style-type: none"> <li>-Chinese language:                   <ul style="list-style-type: none"> <li>To cooperate with the Faculty of Education, HKU to develop a Chinese curriculum for non-Chinese speaking students in Primary Four and then optimize this curriculum for similar students in Primary One through to Primary Three.</li> <li>To cooperate with the EDB's Language Support Team to develop a Chinese language curriculum for non-Chinese speaking students in Primary Six and then to optimize this curriculum for Primary Five students.</li> </ul> </li> <li>-English language:                   <ul style="list-style-type: none"> <li>To take a seed Programme from the Education Bureau (KS1 Primary 1)</li> <li>To optimize the English language curriculum for Primary One students and then develop this curriculum for Primary Two students.</li> <li>Using the EDB's "English Enhancement Grant Scheme for Primary Schools" to develop the relevant curriculum for Primary Four students.</li> </ul> </li> <li>-Mathematics and General Studies:                   <ul style="list-style-type: none"> <li>Cooperation with external support groups in order to conduct classroom action research and curriculum adaptation.</li> </ul> </li> </ul> </li> </ul>			Whole year	CD Department A A Department Chin, Eng, Maths, G.S. Subject heads
	<ul style="list-style-type: none"> <li>● Develop a school-based Integrated Arts curriculum:               <ul style="list-style-type: none"> <li>The subject teachers of the visual arts, music and physical education departments will develop a theme-based curriculum together.</li> </ul> </li> </ul>			Whole year	CD Department subject, heads of Visual Arts Music and P.E. subjects
	<ul style="list-style-type: none"> <li>● The holding of cross circular activities and a life-wide learning day, to enhance a student's opportunity to learn through experience.</li> <li>● The holding of a science technology week.</li> </ul>			Whole year 2 <sup>nd</sup> semester	CD Department subject, heads G.S. Department
	<ul style="list-style-type: none"> <li>● Participate in CUHK' "Educational Leadership for student learning" programme.</li> <li>● Inviting organizations or experts to our school in order to train the teachers on relevant teaching strategies. For example:               <ul style="list-style-type: none"> <li>- Inviting cricket coaches to teach the essentials of cricket by way of lectures, and by providing a channel for professional communication to take place between our teachers and the relevant experts.</li> <li>- Invite professional experts to school to teach skills of speech.</li> </ul> </li> <li>● An academic teacher exchange programme with Singaporean schools.</li> </ul>			Whole year 1 <sup>st</sup> semester  2 <sup>nd</sup> semester	CD Department AA Department SA Department
	<ul style="list-style-type: none"> <li>● Optimizing the school's teaching strategies and improving teaching effectiveness of our teachers through demonstrations, class observation, co-preparation for classes and collaborative teaching (English language, mathematics and general studies)</li> <li>● Cooperation with the Curriculum Development Department in organizing a Teacher Development Day- Lesson Observation and Sharing.</li> </ul>			Whole year	CD Department AA Department SA Department subject, heads

<ul style="list-style-type: none"> <li>● Applying cooperative learning in small-class and activity teaching to improve learning effectiveness</li> <li>● Using e-learning to enhance the effectiveness of students' learning and motivation.</li> <li>● Primary one and two students learn reading strategies in the library lesson.</li> <li>● Primary three to primary six students learn reading strategies in the cross-circular activity.</li> <li>● The teachers will design composition exercises which are suitable for students, arrange challenging school work and encourage students to exert their strengths based on their potentials.</li> <li>● Tailor-made worksheets for students with different learning abilities.</li> </ul>	<p>70% of the teachers agree that they can master the knowledge and the teaching skills necessary for catering for individual learning differences.</p>	Whole year	CD Department Small-class Teaching Coordinator A A Department Library IT Department Subject heads
<ul style="list-style-type: none"> <li>● Introducing different modes of assessment to evaluate students with different learning abilities and enable the teachers to make reflections and adaptations in their teaching.</li> <li>● Using the tests from e-learning, teachers can analyze the learning needs of students and then adjust to suitable modes of teaching in class.</li> <li>● More extensive use of student's self assessment and peer assessment.</li> </ul>		Whole year	CD Department AA Department IT Department Subject heads
<ul style="list-style-type: none"> <li>● 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.</li> </ul>		Whole year	CD Department AA Department

### 3. Major concern: Enriching students' extracurricular learning experiences

Objective	Strategy	Criteria of success	Evaluation method	Schedule	Person responsible	
<ul style="list-style-type: none"> <li>● Students can extend their extracurricular knowledge and broaden their horizons by taking part in different extracurricular activities.</li> <li>● Students can develop their own interests.</li> </ul>	<ul style="list-style-type: none"> <li>● To establish more extracurricular activity teams, such as Chinese Calligraphy, Children Dance, Fencing, Squash, Bowling and Karate.</li> <li>● To expand existing uniform groups, for example Grasshopper.</li> <li>● Encourage students to take part in extracurricular activities and training, and to participate in inter-school competitions that are organized by the Activity Department following collaboration with all subject panels</li> <li>● Activities in recesses, after exams, including the school picnic and the graduation camp for primary six students.</li> <li>● To hold festivals, carnivals, Life-wide Learning Day, etc. that are coordinated by the Curriculum Development and Activity Departments following collaboration with all subject panels.</li> </ul>	<ul style="list-style-type: none"> <li>● 70% of students realize that they can learn extracurricular knowledge and broaden their horizons.</li> <li>● The participation rate of extracurricular activities is 10% higher than in the last year.</li> <li>● 80% of student leaders improve their self-confidence and sense of responsibility via the activities.</li> <li>● 80% of student leaders use their leadership skills in the activities.</li> <li>● 60% of students agree that taking part in extracurricular activities can help developing their interests.</li> <li>● 80% of students recognize that they have improved their sense of commitment</li> </ul>	<ul style="list-style-type: none"> <li>● Documentation</li> <li>● Group training record</li> <li>● Assembly record</li> <li>● Student questionnaire</li> <li>● Minutes</li> <li>● Competition record</li> <li>● Teacher observation</li> <li>● Teacher questionnaire</li> <li>● Activity journal</li> <li>● Student works</li> </ul>	Whole year	Activity Department All subject panels	
<ul style="list-style-type: none"> <li>● Students can improve their self-confidence, leadership skills and sense of responsibility by assisting teachers in planning extracurricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Carrying out extracurricular activity award programmes that are under the coordination of the Activity and Counseling Departments following collaboration with all subject panels.</li> <li>● The Activity Department will coordinate with all subject panels to organize the activities and timetables for competition in order to achieve the best use of the school resources.</li> </ul>				Whole year	Activity Department All subject panels
<ul style="list-style-type: none"> <li>● Students can improve their sense of commitment and</li> </ul>	<ul style="list-style-type: none"> <li>● Implementing the Student Leader Training Programme that is coordinated by the Activity Department, Discipline Department and Counseling Department.</li> </ul>				The beginning of term	Activity Department All subject
					Whole year	Activity Department Discipline Department Counseling Department

<p>sense of responsibility by taking part in community services, thereby establishing a sense of concern and service for the communities in the future.</p> <p>● The activities of understanding the community can improve students' understanding of Hong Kong, orient them to live in Hong Kong more easily, and improve their sense of belonging.</p>	<ul style="list-style-type: none"> <li>● To offer more learning experiences by participating in social services coordinated by the Activity and Counseling Departments with the collaboration of respective subject panels, such as the Elder Academy and Student Volunteer Team.</li> <li>● Activity Department, Counseling Department plan and organize, with the assistance of relating subject teams to hold activities.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Explain the benefits of participation in extracurricular activities by working with the Parents-Teachers Association and by increased use of the School's Newsletter.</li> </ul>	<p>and sense of responsibility by taking part in community services, thereby establishing a sense of concern and service for communities in the future.</p> <p>● 80% of students have improved their understanding of Hong Kong through participation in the visiting activity.</p>		<p>Whole year</p> <hr/> <p>The beginning of term</p>	<p>Activity Department Counseling Department</p> <hr/> <p>Activity Department PTA</p>
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