



HKTA Wun Tsuen School

School Development Plan 2009/10, 2010/11 & 2011/12



HKTA Wun Tsuen School

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' 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.

2. Our objectives

1. Our goal is to provide quality education for all different kinds of students, so that students of all races have the opportunity of developing their potentials. And we strive to develop our students' initiatives and develop their fullest potentials in all areas physical, moral, intellectual, psychological and aesthetics..
2. Students are the master of learning, and our principal goal is to help them developing in all-rounded bases. Therefore, all teaching programmes, curricula, activities, teaching methods and strategies are oriented to students' needs and interests.
3. At the fundamental education stage, we must help students to attain the basic level of competence required for lifelong learning, including the ability to apply the knowledge of English, Chinese, and Putonghua, basic mathematics, science and modern technology knowledge, and IT. We also offer opportunity of exerting strengths and pursuing excellence to students with different aspects of outstanding potential.

3. Our motto

Grasp Principles, Cultivate Virtues

4. Our belief

1. Every student should have equal rights to receive high-quality education.
2. Everyone is willing to learn and has the potential of progress, and will pursue self-improvement.

5. Our vision

Establishing a learning environment of multi-cultures so as to broaden the international perspectives of students and an organized school with diverse learning prospects

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

1. Amplifying multi-cultural education
2. Optimizing classroom teaching and learning
3. Enriching students' extracurricular learning experience

School Development Plan (Three-year)

Area of concern	Objectives	Schedule			Strategy
		09/10	10/11	11/12	
1. Amplifying multi-cultural education	● To pay attention to affective orientation, and let students to identify their own cultures and recognize themselves	✓	✓	✓	<ul style="list-style-type: none"> ● Developing a multi-cultural living platform by making good use of the campus advantages ● Creating a multi-cultural educational environment through campus multi-cultural setting, so that students can learn from what they hear and see ● All subject panels will assist in purchasing books about multi-culture for the library and classrooms coordinated by the Library Department. ● Inviting local or non-local experts in multi-cultural education to give professional training coordinated by the School Administration Department. ● Communicating with other schools coordinated by the School Administration Department with the collaboration of the Curriculum Development Department. ● Carrying out and participating in in- and off-campus multi-cultural activities to promote multi-cultural education ● Integrating and developing multi-cultural curricula (longitudinally and transversally) coordinated by the Curriculum Development Department with the collaboration of all subject panels ● Eliminating racial prejudice and discrimination through parental education (e.g., the right of girls to receive education) ● Students enter communities to realize the local life in the real environment. ● Making more community members understand and respect the cultural differences among students of different races of our school through public shows and community services coordinated by the Activity and Guidance Departments.
	● To know, accept, respect and appreciate other races' cultures	✓	✓	✓	
	● To promote the improvement of personal moral character, such as seeking the truth, and having a broad world outlook and care for the entire mankind		✓	✓	
	● To develop critical thinking skills, and make wise decisions on human, racial and cultural issues in real life		✓	✓	
	● To improve students' performances, and avoid differential treatment, thereby promoting the realization of equal opportunities in education and employment		✓	✓	
	● To make community members understand and respect the cultural differences among students of different races from our school		✓	✓	
	● Adapting to live in Hong Kong		✓	✓	

2. Optimizing classroom teaching and learning	<ul style="list-style-type: none"> To optimize our curricula: <ul style="list-style-type: none"> (a) Chinese language (b) English language (c) Mathematics (d) Integrative Arts 	✓	✓	✓	<ul style="list-style-type: none"> Optimizing the learning environment, enriching real learning experience, and recommending multi-way activities with a student-oriented classroom layout Strengthening administrative support to reduce the teachers' non-teaching work Using the schedules flexibly, including adding learning hours and prolonging the duration of professional communication among the teachers Chinese language: Key Stage one 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)(P.1-3) Mathematics: supporting mathematics education through university cooperation Providing pertinent learning support through our consulting team Holding the Teacher Professional Development Day, subject panel workshops and seminars Improving teachers' learning and teaching effectiveness through exemplary classes and class observation Strengthening the communication among the teachers through co-preparation for classes and collaborative teaching (mathematics and general studies) Communicating with kindergartens, primary schools, secondary schools, Chinese Mainland and foreign peers to promote the teachers' professional development The teachers will design composition exercises which are suitable for students, arrange challenging schoolworks, and encouraging students to exert their strengths according to their individual differences. Reorganizing the teachers of the Curriculum Development, Academic and Integrative Arts Departments for specialized teaching, and holding meetings regularly to plan and supervise the development of school-based curricula Applying cooperative learning in small-class and activity teaching to improve learning effectiveness Introducing a diverse evaluation pattern Communicating with parents by providing updated information and students' development through periodic parent newsletters, holding lectures and seminars and inviting parents to observe classes for communication
	<ul style="list-style-type: none"> To establish partnership with teachers through communications, advocate mutual support, and facilitate teachers' professional development 	✓			
	<ul style="list-style-type: none"> The teachers can use diverse teaching strategies to assist students to learn effectively and attain the teaching objectives. 	✓	✓	✓	
	<ul style="list-style-type: none"> To cater for different learning needs of students so as to improve their learning ability 	✓	✓	✓	
	<ul style="list-style-type: none"> The teachers can analyze students' learning needs by using different modes of assessment through students' composition exercises, progressive and summative assessments, thereby strengthening the effectiveness of learning and teaching. 	✓	✓	✓	

3. Enriching students' extracurricular learning experiences	● Students can learn extracurricular knowledge and broaden their horizon by taking part in different extracurricular activities.	✓	✓	✓	<ul style="list-style-type: none"> ● Allocating and developing resources to carry out diverse learning activities by scheduling regular class hours or in extracurricular time and places, such as playground and swimming pool ● Inviting professional bodies and tutors to provide assistance to teachers coordinated by the Activity Department with the collaboration of all subject panels ● Establishing more extracurricular activity teams, and arranging students to attend various competitions, shows, sports and cultural appreciation activities to provide them with extracurricular experience organized by the Activity Department with the collaboration of all subject panels ● Establishing new uniform groups and expanding the existing ones coordinated by the Activity Department ● Holding the festival carnival and Life-wide Learning Day, etc. coordinated by the Curriculum Development and Activity Departments with the collaboration of all subject panels ● Carrying out school-wide extracurricular activity award programmes coordinated by the Activity and Counseling Departments with the collaboration of all subject panels ● Assigning a student executive or team leader for each activity group or service team so that students have an opportunity to assist teachers in activity planning ● Implementing the Student Leader Training Programme coordinated by the Activity and Counseling Departments ● Explaining the benefits of participating in extracurricular activities through the Parent-Teacher Association and the School Newsletter ● Offering more learning experience by participating in social services for students coordinated by the Activity and Counseling Departments with the collaboration of respective subject panels, such as elder academy and student volunteer team ● Carrying out more activities of understanding the community and social activities, such as community investigation and visit, coordinated by the Counseling Department with the collaboration of respective subject panels
	● Students can develop their own interests.	✓	✓	✓	
	● Students can improve their self-confidence, leadership 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 communities and serving communities for the future.	✓	✓	✓	
	● 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 belongings.		✓	✓	