

# Munsang College

# 民生書院



## Annual Plan 2016 – 2017

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## **Mission Statement**

We Adopt “Light And Life” and “All For One, One For All” as our school motto, and our commitment is to offer students a holistic education upon Christian principles and nurture in them a positive outlook on life, so that they can be self-motivated, resolute, devoted to making valuable contributions to the community, and prepared for the sublime state of life.

## **School Goals**

1. Nurturing academic excellence with a view to becoming life-long learners.
2. Cultivating exemplary conduct, correct values and high moral standards.
3. Advocating a strong sense of unity and social responsibility.
4. Developing enlightened and dynamic leadership quality.

## **Major Concerns**

1. Enhancing Learning and Teaching Effectiveness
2. Building learning communities

**1. Major Concern:** Enhancing Learning and Teaching Effectiveness

<b>Objectives</b>	<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
Catering for learners' diversity	Adopting differentiated instructions to cater for students' diverse learning needs	Whole year	70% of the teachers agree that differentiated instructions are adopted in classroom learning and teaching to cater for learners' diversity.	Peer lesson observation evaluation	Subject Heads	/
	Adopting tiered assignments to cater for students' diverse learning needs	Whole year	70% of the teachers agree that tiered assignments are adopted.	<ul style="list-style-type: none"> <li>• Minutes of the subject panels</li> <li>• Students' work</li> </ul>	Subject Heads	/
	Using higher order thinking (HOT) questions and assessing students learning outcomes in classroom learning	Whole year	70% of the teachers agree that skills in questioning and student-centred mode of lesson delivery are enhanced.	<ul style="list-style-type: none"> <li>• Minutes of the subject panels</li> <li>• peer lesson observation evaluation</li> </ul>	Learning Enhancement Team (LET)	/
	Using eLearning to cater for different learning styles and facilitate peer learning and mastery learning	Whole year	By the end of the 2016/17 school year, teachers involved agree that e-learning can cater for various learning styles of students and extend students' learning time and potential.	Teachers' reflection in sharing session	<ul style="list-style-type: none"> <li>• At least 1 teacher from each subject</li> <li>• eLearning Task Force</li> </ul>	T.A. of AAC
	Using appropriate grouping strategy in classroom discussion sessions	Whole year	By the end of the 2016/17 school year, teachers agree that heterogeneous grouping in classroom activities are adopted to cater for learners' diversity.	<ul style="list-style-type: none"> <li>• Peer lesson observation evaluation</li> <li>• Minutes of the subject panels</li> </ul>	All F.1 – F.3 Class Teacher & subject teachers	/

Effective use of assessment	Using assessment to <ul style="list-style-type: none"> <li>• identify students' common areas of improvement and misconceptions</li> <li>• help students' self-reflection and self-monitoring</li> <li>• facilitate teachers to make adjustment to their teaching strategies and offer remedial teaching</li> </ul>	Whole year	By the end of the 2016/17 school year, 70% of the students agree that learning effectiveness is enhanced by making use of assessment data.	Survey by questionnaire	<ul style="list-style-type: none"> <li>• All subject teachers</li> <li>• IT Teams</li> </ul>	IT Technicians
Use of effective study skills	Applying students' note-taking skills and study skills in classroom learning and teaching	Whole year	70% of teachers agree that students are able to apply the note-taking skills and study skills.	<ul style="list-style-type: none"> <li>• Minutes of the subject panels</li> <li>• Peer lesson observation evaluation</li> <li>• Student notebook</li> </ul>	All F.1 – F.3 subject teachers	/
	Adopting Pre-lesson preparation and/or Flipped Classroom to identify students' common weaknesses and create space for deep learning in classroom teaching	Whole year	70% of teachers agree that the pre-lesson preparation strategy help to maximize students' learning and provoke higher order thinking.	<ul style="list-style-type: none"> <li>• Minutes of the subject panels</li> <li>• Peer lesson observation evaluation</li> </ul>	All F.1 – F.2 subject teachers, esp. for Chinese, English, Geography/History Liberal Studies	/

**2. Major Concern:** Building learning communities  
(a) Strategies for students

Objectives	Strategies	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Enabling students to learn from their peers and to share good practices	Reflective Story-telling	Whole year	70% of the teachers agree that F.1 – 5 students have developed a culture of peer learning and self-reflection in their learning and life planning.	<ul style="list-style-type: none"> <li>Teachers' observations</li> <li>Students' sharing and selection of good practices</li> </ul>	<ul style="list-style-type: none"> <li>Vice-principal</li> <li>F.1-5 Class Teachers</li> <li>Head of CCA &amp; Careers Committee</li> </ul>	/
Providing a platform for high achievers to learn from their peers, teachers and alumni	High Flyer Scheme	Whole year	70% of the mentors agree that the high flyers have developed a culture of peer learning.	Teachers' observations	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-principals</li> <li>Teacher mentors</li> <li>Alumni advisors</li> </ul>	/
Facilitating students' reflection skill in running OLE activities	<ul style="list-style-type: none"> <li>Student-Teacher Tournament</li> <li>F.5 Service Day</li> <li>GP Festival</li> <li>School-Business Partnership Programme (HKGCC)</li> </ul>	Whole year	70% of the teachers agree that F.1 – 5 students have developed a culture of peer learning and self-reflection in their learning and life planning.	Teachers' observations	Heads of Counselling, CCA & Careers Committee	/

**2. Major Concern:** Building learning communities  
(b) Professional development for teachers

<b>Objectives</b>	<b>Strategies</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
Inculcating a sharing culture	Sharing effective practices in subject panel meetings, middle manager meetings and staff meetings	Whole year	70% of the teachers agree that a sharing culture is inculcated.	<ul style="list-style-type: none"> <li>Minutes of subject panel and staff meetings</li> <li>Survey by questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-principal</li> <li>Subject Heads</li> </ul>	/
Managing and sharing learning and teaching resources	Knowledge sharing platforms (KSPs)	Whole year	At least 3 KSPs are developed by the end of the school year.	<ul style="list-style-type: none"> <li>Minutes of subject panel meetings</li> <li>Resources in the KSPs</li> </ul>	<ul style="list-style-type: none"> <li>Subject Heads</li> <li>KLA Developers</li> </ul>	Knowledge sharing platforms in the subject server
Enhancing teachers' communication and collaboration among different committees and departments	<ul style="list-style-type: none"> <li>Peer observation</li> <li>Collaborative lesson preparation</li> <li>Open Classroom provided by eLearning Task Force</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Teachers can apply metacognitive skills and assessment for learning in lessons.</li> <li>Sharing of good teaching practices among teachers of the same subject / KLA.</li> </ul>	<ul style="list-style-type: none"> <li>Panel Head Evaluation Form</li> <li>Minutes of subject panel meetings</li> </ul>	<ul style="list-style-type: none"> <li>Vice-principal</li> <li>Head of AAC</li> <li>KLA Coordinators</li> <li>Subject Heads</li> <li>eLearning Task Force</li> </ul>	/
Providing chances of experience sharing on teaching and curriculum planning	<ul style="list-style-type: none"> <li>Curriculum Interface with MSCPS</li> </ul>	Whole year	70% of the teachers agree that they get insights and be inspired from the professional learning communities.	<ul style="list-style-type: none"> <li>Evaluation made by the subject heads</li> </ul>	<ul style="list-style-type: none"> <li>Subject Heads</li> <li>SCCI</li> </ul>	/

## Summary on Budget of 2016 – 2017

### A. EOEBG (2016 – 2017)

#### 1. EOEBG - Subjects

Section / Item	Budgeted Expenditure
	EOEBG
BAFS	3,000
Biblical Knowledge	3,100
Biology	30,000
Chemistry	26,000
Chinese History	3,500
Chinese Language	6,600
Economics	2,000
English Language	9,200
Geography	6,400
History	5,500
ICT	4,900
Integrated Science	17,900
Liberal Studies	10,000
Life Enrichment	3,200
Mathematics	9,000
Music	176,000
Physical Education	106,800
Physics	19,800
Putonghua	1,200
Visual Arts	66,000
<b>Sub-total (1) :</b>	<b>510,100</b>

#### 2. EOEBG - Committees

Section / Item	Budgeted Expenditure
	EOEBG
Academic Affairs	11,300
Campus TV	66,000
Careers Guidance	4,000
Christian Ministry	5,500
Counselling Committee	700
Cultural Exchange & Alumni Affairs	600
Discipline Committee	200
Information Technology & Resources	2,605,200
General Office	16,140
Principal's Office	18,000
Publicity and Public Relations Committee	412,000
Reflective Storytelling	1,000
School Library	56,500
Staff Development Committee	1,500
<b>Sub-total (2) :</b>	<b>3,198,640</b>



### 3. EOEBG – Operating Expenses

Section / Item	Budgeted Expenditure
	EOEBG
Advertising Expense	14,000
Audit Fee	25,000
Bank Charges	2,800
Consumables	10,500
Electricity Charges	420,000
Electricity and Maintenance for Preparation Rooms	8,400
Expenses on Common Areas	180,000
Lift Maintenance	189,000
Newspaper	2,700
Printing & Stationery	16,000
Salary of Clerical Staff	2,200,000
Salary of Janitors	1,900,000
School Events	3,200
Sundry Expenses	63,000
Travelling Expenses	1,300
Water and Gas Charges	35,000
Capacity Enhancement Grant	287,000
Composite IT Grant	450,000
Noise Abatement Grant	420,000
<b>Sub-total (3) :</b>	<b>6,227,900</b>

Section / Item	Budgeted Expenditure
	EOEBG
Total Budgeted Expenditure (1) + (2) + (3)	9,936,640
Total Budgeted Grants to be received	8,511,300
<b>Budgeted Surplus / (Deficit) :</b>	<b>(1,425,340)</b>

### B. Capacity Enhancement Grant (2016 – 2017)

Section / Item	Budgeted Expenditure	Budgeted Grants to be received	Budgeted Surplus / (Deficit)
Capacity Enhancement Grant	286,950	588,202	<b>301,252</b>

Note:

- |  |                   |
|--|-------------------|
| 1. Balance on CEG from 2015/2016                   | HK\$ 1,061,557.07 |
| 2. Balance on EOEBG from 2015/2016 (excluding CEG) | (1,138,507.52)    |

**End**