

Munsang College

Secondary Section

民生書院

中學部



Annual Plan
2007 – 2008

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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 to 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. Cultivate students’ balanced development in moral, intellectual, physical, social and aesthetic aspects.
2. Provide students with a well-equipped learning environment.
3. Achieve a disciplined and simple culture through guidance and counseling.
4. Instill in students self-esteem, confidence, self-respect and forgiveness.
5. Nurture students to be ‘bi-literate and tri-lingual’ and all-round talents.
6. Develop students’ potentials in independent thinking and creativity in a liberal learning atmosphere.
7. Guide students towards self-learning and critical thinking so that they realize the significance of life-long learning.
8. Develop students’ leadership and independence through their self-regulatory planning and various activities organized by the Student Association, houses and clubs.
9. Provide multifarious extra-curricular activities to help students develop diverse potentials, understand themselves, foster harmonious inter-personal relationships and sportsmanship.
10. Enhance students’ social, national and global awareness and foster in them a sense of belonging and willingness to serve.

School Major Concern 2007-2008

Introduction

Self-directed Learning (SDL) is our School Major Concern this year. It is a continuation of the major concerns of the previous three years. It intends to assist students to make a strong commitment to their learning goals, and to cultivate good self-management skills and perseverance to reach the goals. Students will be further equipped with the various means of knowledge acquisition, e.g. lesson preparation, reading, use of information technology, project learning skills, etc.

Self-directed Learning is a process in which learners:

- take the initiative, with the support and collaboration of teachers, peers and parents, in raising self- and social- awareness;
- critically analyse and reflect on their situations;
- diagnose their learning needs with specific reference to competencies they are helped to identify;
- formulate socially and personally relevant goals;
- locate human and material resources for learning;
- select and implement appropriate learning strategies;
- reflect on and evaluate their learning.

Background

The following points are taken into considerations when planning the Major Concern this year:

- Results of parents and students stakeholders' survey and APASO
 - Students should be better cultivated.
 - Students' learning strategies should be refined.
 - Students' goal setting skills should be strengthened (both short term and long term goals) and progress in working towards these goals should be monitored through reflection.
- Teachers' professional suggestions
- Facilitation of a smooth transition to the New Senior Secondary (NSS) curriculum.

Objective

- to cultivate students' awareness of the need for Self-directed Learning
- to assist students to set goals and to work towards the goals

Strategy

The following whole-school strategies are proposed:

- Goal setting
- Pre-Lesson Preparation
- Reflection

Implementation Plans

(1) Cultivate Students' Awareness of the Need for Self-directed Learning (SDL)

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Morning assembly <ul style="list-style-type: none"> • Theme talks on <ul style="list-style-type: none"> - the Major Concern - goal setting skills - use of library resources for SDL - use of information technology resources for SDL • Sharing of SDL experience by <ul style="list-style-type: none"> - F.5 graduates in HKCEE - alumni - the most improved students 	09/07 – 02/08	<ul style="list-style-type: none"> • Students actively participating in the talks • At least 75% of students having a general understanding of SDL • At least 50% of students being inspired to engage in SDL 	<ul style="list-style-type: none"> • Observation by teachers • MCTG questionnaire 	<ul style="list-style-type: none"> • MCTG * • IT Committee • Library Committee 	
Training Programme for students <ul style="list-style-type: none"> • F.6 Applied Strategic Thinking • F.4 Effective Study Skill 	10/07 – 11/07	<ul style="list-style-type: none"> • Students actively participating in the programme • At least 50% of participants finding the program useful and practical 	<ul style="list-style-type: none"> • Questionnaire prepared by EdVenue Limited 	<ul style="list-style-type: none"> • AAC • EdVenue Limited 	Financial subsidy from Student Welfare Fund
Notifying parents of the <ul style="list-style-type: none"> • Major Concern through PTA meetings and circulars • Learning Goals of their children 	10/07 – 11/07	<ul style="list-style-type: none"> • Parents' knowledge of the Major Concern of the school • Parents' knowledge of the learning goals of their children 	<ul style="list-style-type: none"> • Minutes / Surveys of PTA • Students Goal Setting Forms 	<ul style="list-style-type: none"> • MCTG • PTA • Class teachers 	

* **Major Concern Task Group (MCTG)**

Members: Mr. Fan Kam King, Mr. Yu Kin Man, Ms. Cheung Chee Yin, Ms. Chin Wai Ying, Ms. Ting Man Shuk, Mr. Tsang Chi Wing, Ms. Wong Lai Yin, Ms. Shek Kin Chong

(2) Assist Students to Set Goals and to Work towards these Goals

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Delineation of the framework and rubrics to teachers in <ul style="list-style-type: none"> • Staff Meetings • Class Teachers' Meetings 	09/07 – 10/07	<ul style="list-style-type: none"> • Class teachers finding the rubrics useful in guiding students when setting their goals 	Feedback in Class Teachers' Meetings and Staff Meetings	<ul style="list-style-type: none"> • Class teachers • MCTG 	
Students setting learning goals with the assistance of class teachers	10/07 to 02/08	<ul style="list-style-type: none"> • All students having used the Goal Setting Forms to set their goals and have reflection • 75% of students knowing how to set their learning goals 	<ul style="list-style-type: none"> • Goal Setting Forms 	<ul style="list-style-type: none"> • Class teachers 	School Home Server
Students working towards their learning goals with the guidance of class teachers	Throughout the year	<ul style="list-style-type: none"> • at least 50% of students agreeing that they have made effort to work towards their goals 	<ul style="list-style-type: none"> • Class Teachers' Meetings • MCTG Questionnaire 	<ul style="list-style-type: none"> • Class teachers 	
Students' reflections	<ul style="list-style-type: none"> • mid-term • end of term 	<ul style="list-style-type: none"> • at least 75% of students having reflected once per term about their learning strategies / goals • at least 50% of students being able to identify some of their strengths and weaknesses in learning through reflection 	<ul style="list-style-type: none"> • Goal Setting Forms 	<ul style="list-style-type: none"> • Class teachers 	

(3) Cultivate Students' Self-directed Learning Habit through Pre-lesson Preparation

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>Each subject is required to</p> <ul style="list-style-type: none"> ● incorporate pre-lesson preparation strategies into the curriculum ● involve students in lesson preparation on a regular basis ● help students develop independent learning skills ● help students develop higher order thinking skills 	<p>Through-out the year</p>	<ul style="list-style-type: none"> ● Each subject adopting strategy once per term per class level ● at least 50% of students agreeing that pre-lesson preparation can involve them more actively in learning ● at least 50% of students having tried more than one strategy in pre-lesson preparation ● at least 75% of teachers agreeing that pre-lesson preparation activities can enhance students' learning 	<ul style="list-style-type: none"> ● MCTG Questionnaire ● e-Class Learning Platform ● Subject panel minutes ● Subject Annual Plans / Reports 	<ul style="list-style-type: none"> ● VP (academic) ● Head of AAC ● Subject Heads ● Teachers 	

(4) Enhance Teachers' Professional Development

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Training programme on “Metacognition in Learning and Teaching” organized by the CUHK <ul style="list-style-type: none"> • Metacognition and Teaching Strategies • Metacognition and Self-regulated Learning • Metacognition and Learning Differences 	09/07-10/07	All FC members having completed the programme with 100% attendance	Attendance record	Members of Facilitating Committee on “Metacognition in Learning and Teaching” *	CUHK
Workshops for teachers <ul style="list-style-type: none"> • Metacognition and Effective Teaching • The practice on Metacognitive Skills and Techniques 	12/10/07 18/04/08	<ul style="list-style-type: none"> • Teachers understanding the concept of Metacognition • Teachers learning how metacognition can be put into practice 	• Questionnaire	<ul style="list-style-type: none"> • MCTG • Staff development committee • CUHK 	CUHK
Workshops for teachers <ul style="list-style-type: none"> • Applied Strategic Thinking and Effective Study Skill 	12/10/07	<ul style="list-style-type: none"> • Over 75% of teachers agreeing that they know more about goal setting skills 	• Questionnaire	<ul style="list-style-type: none"> • AAC • Staff Development Committee • EdVenue Limited 	EdVenue Limited
Members of FC committee demonstrating how to implement metacognition into practice	04/01/08	<ul style="list-style-type: none"> • Teachers having a better understanding of how metacognition can be implemented • Teachers having more confidence to put metacognition into practice 	Post-observation feedback from <ul style="list-style-type: none"> • teachers • instructors from CUHK 	Members of Facilitating Committee on “Metacognition in Learning and Teaching”	CUHK

* **Members:** Ms. Kuby Chan Yin Hung, Mr. Fan Kam King, Mr. Mok Kwok Wai, Ms. Wong Kam Hung, Mr. Yu Kin Man

I. OEBG General Domain and F & E (2007-2008)

1. OEBG - Subjects

Section / Item	Expenditure	
	OEBG General Domain	F & E Budget
Biblical Knowledge	3,000	-
Biology	17,200	15,000
Chemistry	17,500	28,000
Chinese History	9,000	-
Chinese Language	23,600	-
Computer Studies and Literacy	18,000	3,000
Design and Technology	45,700	7,000
Economics	5,000	-
English Language	25,926	-
Geography	8,200	9,090
History	7,000	-
Home Economics	34,500	-
Integrated Science	21,600	6,000
Liberal Studies	14,600	-
Mathematics	18,800	-
Music	12,800	10,864
Physical Education	80,500	47,000
Physics	15,000	45,000
Principles of Accounts	4,500	-
Putonghua	2,900	-
Visual Art	39,310	-
Sub-total (1):	424,636	170,954

2. OEBG - Committees

Section / Item	Expenditure	
	OEBG General Domain Budget	F & E Budget
Academic Affairs Committee	15,000	-
Careers Guidance	19,000	-
Ceremony Committee	14,000	-
Counselling Committee	25,600	-
Cultural Exchange Committee	4,000	-
Decoration of School	3,000	-
Discipline Committee	8,420	-
Extra-curricular Activities Committee	58,950	-
Information Technology Committee	202,531	115,850
Language Across Curriculum Committee	500	-
Library Committee	0	-
Munsang Voice	25,000	-

Resources Committee	391,900	208,100
SAMS	1,500	-
School Library	80,100	15,000
Staff Development Committee	58,000	-
Sub-total (2):	907,501	338,950

2. OEBG - Operating Expenses

Section / Item	Expenditure	
	OEBG General Domain Budget	F & E Budget
Salaries of Clerical Staff	1,800,000	-
Salaries of Janitors	1,200,000	-
Cleaning Charges	24,000	-
Printing and Stationery	50,000	-
Telephone, Water and Gas Charges	48,000	-
Electricity Charges & Noise Abatement Measures Recurrent Subsidy	30,000	-
Electricity & Maintenance for Preparation Rooms	10,000	-
Noise Abatement Measures	330,000	-
Lift Maintenance	130,000	-
Consumables	55,000	-
Cleaning Material	25,000	-
Wreath, Flower Basket	2,500	-
Advertisement	7,500	-
School Events	15,000	-
Membership Fee	2,000	-
First-aid Facilities	6,000	-
Audit Fee	20,000	-
Travelling Expense	5,000	-
Postage	7,000	-
Sundry Expenses	30,000	-
Sub-total (3):	3,797,000	-

Section / Item	Expenditure	
	OEBG General Domain Budget	F & E Budget
Total Budgeted Expenditure (1) + (2) + (3)	5,129,137	509,904
Total Budgeted Grants to be Received	5,191,604	492,840
Surplus / (Deficit)	62,467	(17,064)

II. OEBG Special Domain (2007-2008)

Section / Item	Budgeted Expenditure	Budgeted Grants to be Received	Surplus / (Deficit)
Whole School Approach to Guidance and Discipline	6,800	6,693	(107)
Chinese Extensive Reading	12,926	13,094	168
English Extensive Reading	12,926	13,094	168
Capacity Enhancement Grant	1,254,257	1,091,208	(163,049)
Total	1,286,909	1,124,089	(162,820)

III. Teacher Professional Preparation Grant (TPPG) (2007-2008)

Section / Item	Budgeted Expenditure	Budgeted Grants to be Received	Surplus / (Deficit)
Teacher Professional Preparation Grant (TPPG)	810,601	500,000	(310,601)
New Senior Secondary Curriculum Migration Grant	-	110,000	110,000
Total	810,601	610,000	(200,601)

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