

**Munsang College**  
**Secondary Section**

**民生書院**  
**中學部**



**Annual Plan**  
**2009 – 2010**

**8 Dumbarton Road, Kowloon, Hong Kong**

Web Site: <http://munsang.edu.hk>  
E-mail: [munsang26@yahoo.com.hk](mailto:munsang26@yahoo.com.hk)

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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 2009 - 2010

### School Major Concern

Smooth Implementation of New Senior Secondary (NSS)

### Objectives / Intended Outcomes

1. Students' application of self-learning habits on
  - goal-setting
  - pre-lesson preparation
  - reflection
2. Teachers'
  - continuous professional development on NSS
  - application of metacognitive skills in classroom teaching
  - collaborative effort on developing common language items across subjects

### Strategies

- Enhance teachers' capability and confidence on
  - a. applying metacognitive skills in teaching
  - b. mastering the NSS curriculum
    - collaborative lesson preparation
    - peer observation
    - sharing
- Further promote students' metacognitive skills through teacher modelling
- Collaborative effort on enriching the English learning environment in campus

## Implementation Plan

- (1) Enhance teachers' capability and confidence on
- a. applying metacognitive skills in teaching
  - b. mastering the NSS curriculum

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● Subject-based Staff Development Programmes on Staff Development Days               <ul style="list-style-type: none"> <li>- Evaluation on the applying metacognitive skills in teaching</li> <li>- Review on NSS curriculum</li> <li>- Sharing on “Assessment for Learning”</li> </ul> </li> </ul>	11/1/10 31/3/10 2/6/10	<ul style="list-style-type: none"> <li>● Teachers' capability and confidence on applying metacognitive skills in teaching are improved after the activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Development Committee</li> <li>● Subjects</li> </ul>	
<ul style="list-style-type: none"> <li>● Seminars / Workshops on Staff Development Days               <ul style="list-style-type: none"> <li>- Introduction on Assessment for Learning</li> <li>- Talk on “Assessment for Learning”</li> <li>- Workshop on “Assessment for Learning I”</li> <li>- Workshop on “Assessment for Learning II”</li> </ul> </li> </ul>	24/8/09 11/1/10 31/3/10 2/6/10	<ul style="list-style-type: none"> <li>● Teachers have a better understanding of Assessment for Learning.</li> <li>● Teachers have more confidence to apply Assessment for Learning in teaching and School Based Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Staff Development Committee</li> </ul>	
<ul style="list-style-type: none"> <li>● Enhance teachers' capability and confidence on               <ol style="list-style-type: none"> <li>a. applying metacognitive skills in teaching</li> <li>b. mastering the NSS curriculum through                   <ul style="list-style-type: none"> <li>- collaborative lesson preparation</li> </ul> </li> </ol> </li> </ul>	Whole year	<ul style="list-style-type: none"> <li>● Teachers' capability in applying metacognition in teaching is further enhanced (e.g. modelling metacognitive skills more smoothly and effectively in teaching).</li> <li>● Students are able to apply</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative lesson preparation and peer observation reports from subject panels</li> <li>● Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>● Key Learning Area Coordinators</li> <li>● Subject Heads</li> <li>● Teachers</li> </ul>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>- peer observation</li> <li>- sharing</li> </ul>		metacognitive skills in learning. <ul style="list-style-type: none"> <li>● Teachers have confidence in teaching NSS.</li> <li>● Teachers' capability in teaching NSS is enhanced.</li> <li>● Students learn NSS with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>● Exercises, Quizzes related to metacognitive skills</li> </ul>		

(2) Further promote students' metacognitive skills through teacher modelling

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>● Application of metacognitive skills as specified by the subjects concerned</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>● Teachers can apply metacognitive skills in teaching more smoothly and effectively.</li> <li>● Students are able to apply metacognitive skills in learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Collaborative lesson preparation and peer observation reports from subject panels</li> <li>● Teachers' observation</li> <li>● Students' feedback</li> <li>● Exercises, Quizzes related to metacognitive skills</li> </ul>	<ul style="list-style-type: none"> <li>● All subjects</li> </ul>	

(3) Collaborative effort on enriching the English learning environment in campus

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Providing a language-rich environment in F.1 Bridge Program</li> </ul>	July-Sept	<ul style="list-style-type: none"> <li>F.1 students are able to use appropriate English effectively in classroom routines.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by F.1 teachers</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	
<ul style="list-style-type: none"> <li>Developing reading across the curriculum in Form 1</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students are able to develop their reading skills e.g. highlighting key words.</li> <li>Students are able to produce mind maps from a passage.</li> </ul>	<ul style="list-style-type: none"> <li>Mind maps</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	
<ul style="list-style-type: none"> <li>Developing writing across the curriculum in Form 2</li> </ul>	Nov-May	<ul style="list-style-type: none"> <li>Students are able to write a well-presented report after the fieldwork.</li> <li>Students are able to write a written assignment after a visit.</li> </ul>	<ul style="list-style-type: none"> <li>Written report</li> <li>Written assignment</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	<ul style="list-style-type: none"> <li>Parent-helpers</li> </ul>
<ul style="list-style-type: none"> <li>Developing speaking across the curriculum in F.3</li> </ul>	2 <sup>nd</sup> term	<ul style="list-style-type: none"> <li>Students are able to report news related to the curriculum by using the appropriate technical terms.</li> </ul>	<ul style="list-style-type: none"> <li>News reporting video</li> </ul>	<ul style="list-style-type: none"> <li>LAC</li> </ul>	<ul style="list-style-type: none"> <li>Campus TV</li> </ul>
<ul style="list-style-type: none"> <li>Incorporating language plans or objectives into teaching schemes</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Most EMI subject teachers are able to incorporate language skills into the subject contents.</li> </ul>	<ul style="list-style-type: none"> <li>Sharings by teachers</li> <li>Teaching schemes</li> </ul>	<ul style="list-style-type: none"> <li>All EMI subject heads</li> </ul>	
<ul style="list-style-type: none"> <li>Cross-subject collaboration between English and Liberal Studies Department</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students are able to use English in Liberal Studies.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Students'</li> </ul>	<ul style="list-style-type: none"> <li>Liberal Studies</li> <li>English</li> </ul>	

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> <li>Strategies / tasks / activities suggested by subjects, committees and LAC (e.g. English debate, English Week, English drama ...)</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Students have greater exposure to the use of English in campus.</li> <li>Students are able to use English to communicate effectively in the activities.</li> </ul>	performance <ul style="list-style-type: none"> <li>Teachers' observation</li> <li>Students' performance</li> </ul>	<ul style="list-style-type: none"> <li>Subjects</li> <li>Committees</li> <li>LAC</li> <li>English</li> </ul>	



## Budget Summary 2009 - 2010

### I. OEBG 2009 – 2010

#### 1. OEBG - Subjects

Section / Item	Expenditure
	OEBG
Biblical Knowledge	4,000
Biology	31,200
Chemistry	50,500
Chinese History	6,000
Chinese Language	65,800
Computer Studies and Literacy / ICT	18,000
Economics	8,000
English Language	24,000
Geography	18,650
History	8,000
Integrated Science	45,200
Liberal Studies	19,500
Mathematics	34,000
Music	48,180
Physical Education	157,000
Physics	53,000
Principles of Accounts / BAFS	8,000
Putonghua	2,300
Visual Art	53,610
<b>Sub-total (1) :</b>	<b>654,940</b>

#### 2. OEBG - Committees

Section / Item	Expenditure
	OEBG
Academic Affairs Committee	13,500
Careers Guidance	20,000
CCA	114,450
Ceremony Committee	26,950
Counselling Committee	13,900
Cultural Exchange Committee	7,000
Discipline Committee	12,800
e-Administration	1,000
Information Technology Committee	342,800
Language Across Curriculum	500
Library Committee	19,500
OLE	1,000
Publication	500
Religious Committee	22,800
Resources Committee	466,250
SAMS	1,500
School Library	154,500
SSE	1,000
Staff Development Committee	47,000
<b>Sub-total (2) :</b>	<b>1,266,950</b>

### 3. OEBG – Operating Expenses

Section / Item	Expenditure
	OEBG
Advertisement	10,000
Audit Fee	25,000
Cleaning Charges	24,000
Consumables	55,000
Electricity and Maintenance for Preparation Rooms	13,000
Electricity Charges and Noise Abatement Measures	
Recurrent Subsidy	50,000
First-aid Facilities	4,000
Lift Maintenance	130,000
Membership Fee	2,000
Noise Abatement Measures	300,000
Postage	7,000
Printing & Stationery	50,000
Promotion	100,000
Repair and Maintenance	300,000
Salaries of Clerical Staff	2,354,600
Salaries of Janitors	1,300,000
School Events	18,000
Sundry Expenses	20,000
Telephone, Water and Gas Charges	50,000
Travelling Expenses	5,000
Wreath & Flower Basket	3,000
Newspaper	1,785
<b>Sub-total (3) :</b>	<b>4,822,385</b>

Section / Item	Expenditure
	OEBG
Total Budgeted Expenditure (1) + (2) + (3)	6,744,275
Total Budgeted Grants to be received	6,350,200
<b>Surplus / (Deficit) :</b>	<b>(394,075)</b>

### II. Capacity Enhancement Grant & Teacher Professional Preparation Grant & Composite Furniture and Equipment Grant & Whole School Approach to Guidance and Discipline 2009 - 2010

Section / Item	Budgeted Expenditure	Budgeted Grants to be received	Surplus / (Deficit)
Capacity Enhancement Grant	549,929	464,000	(85,929)
Composite Furniture and Equipment Grant	3,159,900	529,700	(2,630,200)
Teacher Professional Preparation Grant	287,820	---	(287,820)
Whole School Approach to Guidance and Discipline	7,100	7,100	---
<b>Total :</b>	<b>4,004,749</b>	<b>1,000,800</b>	<b>(3,003,949)</b>

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