

Munsang College

民生書院



Annual Plan 2011 – 2012

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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. 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.

School Major Concern 2011 – 2012

School Major Concern

Green School

Objectives / Intended Outcomes

1. The school being run with the Four Principles of Waste Reduction – “**R**educe”, “**R**euse”, “**R**ecycle” and “**R**eplace” (Principles of 4**R**s) for Environmental Conservation
2. The stakeholders being aware of the Principles of 4**R**s and Environmental Conservation

Strategies

1. Optimization of school infrastructure to facilitate the implementation of the Principles of 4**R**s for protecting the environment
2. Incorporation of the Principles of 4**R**s and Environmental Conservation into school administration, staff development, learning and teaching as well as co-curricular activities
3. Energy and water conservation
4. Recycling and waste reduction

Implementation Plan

1. Optimization of school infrastructure to facilitate the implementation of the Principles of 4Rs for protecting the environment

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • More reusable or environmentally friendly utensils being purchased and used in the Tuck Shop to reduce plastic waste • More healthy food being provided to promote green lifestyle 	Whole year	<ul style="list-style-type: none"> • The tuck shop is able to reduce plastic waste. • The tuck shop is able to provide more healthy food than before. 	<ul style="list-style-type: none"> • Observation and evaluation by the Tuck Shop 	<ul style="list-style-type: none"> • Tuck Shop 	
<ul style="list-style-type: none"> • The following renewable energy facilities being installed on the roof of Block E for generating renewable energy <ul style="list-style-type: none"> - Thin Film Solar Panels being connected to grid distribution system so as to reduce electricity fee - Wind Turbine being used to power a lighting system for the staircases on the 4th and 5th floors between Blocks C & E 	Whole year	<ul style="list-style-type: none"> • The solar panels are able to generate electricity amounted to 2000 KWh per year. • The lights for the staircases on the 4th and 5th floor between Blocks C & E can be operated properly with the renewable energy. 	<ul style="list-style-type: none"> • Observation and analysis of data by the Green Education Task Force 	<ul style="list-style-type: none"> • Green Education Task Force • Information Technology & Resources Committee 	
<ul style="list-style-type: none"> • “Electricity Consumption Monitoring System” and “Green Console” being installed in rooms D202 – D209 and outside Tuck Shop respectively 	Whole year	<ul style="list-style-type: none"> • The real-time electrical energy generated by the renewable energy facilities and the environmental condition on the 	<ul style="list-style-type: none"> • Observation and analysis of data by the Green Education Task Force 	<ul style="list-style-type: none"> • Green Education Task Force • Information Technology & Resources Committee 	<ul style="list-style-type: none"> • Support from the China Light & Power Ltd (CLP)

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
		roof of Block E as well as the classroom electricity consumption can be monitored effectively with the system.			
<ul style="list-style-type: none"> • Three greenhouses being built using used plastic bottles with the sponsorship from the PTA and support from the CLP for relaxation, greening, food production and education • The electrical equipment inside the greenhouses being driven by renewable energy 	Whole year	<ul style="list-style-type: none"> • The school is able to build and maintain the greenhouses, and promote green education with them. 	<ul style="list-style-type: none"> • Observation by the Green Education Task Force • Questionnaire Survey 	<ul style="list-style-type: none"> • Green Education Task Force • Science Society 	<ul style="list-style-type: none"> • Sponsorship from the Parent-Teacher Association (PTA) • Support from the CLP
<ul style="list-style-type: none"> • A more environmentally friendly printing solution and server system being adopted to streamline the school administration as well as learning and teaching activities and reduce paper waste 	Whole year	<ul style="list-style-type: none"> • The school is able to put the printing solution and server system into operation in September 2011. • The school is able to reduce the use of paper by 15%. 	<ul style="list-style-type: none"> • Observation and analysis of data by the Green Education Task Force and Information Technology & Resources Committee 	<ul style="list-style-type: none"> • Information Technology & Resources Committee • Green Education Task Force 	

2. Incorporation of the Principles of 4Rs and Environmental Conservation into school administration, staff development, learning and teaching as well as co-curricular activities

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Less paper documents being made for school meetings like Middle Manager Meetings, Staff Meetings and Conduct Meetings etc. 	Whole year	<ul style="list-style-type: none"> The school is able to reduce the use of paper for the meetings. 	<ul style="list-style-type: none"> Observation by the Green Education Task Force 	<ul style="list-style-type: none"> Green Education Task Force 	
<ul style="list-style-type: none"> The staff development programmes being held to echo the School Major Concern 	9-Jan-12 & 9-Mar-12	<ul style="list-style-type: none"> The school is able to formulate two staff development days on Environmental Conservation and arouse the teachers' awareness and deepen their understanding of green issues. 	<ul style="list-style-type: none"> Evaluation by the Staff Development Committee 	<ul style="list-style-type: none"> Staff Development Committee Green Education Task Force Information Technology & Resources Committee 	
<ul style="list-style-type: none"> Talks on Green Education being held in school assemblies to arouse students' awareness of the School Major Concern and Environmental Conservation 	September, November & March of School Year 2011 – 12	<ul style="list-style-type: none"> The students are able to better understand the School Major Concern and the importance of Environmental Conservation. 	<ul style="list-style-type: none"> Observation by the Green Education Task Force Questionnaire Survey 	<ul style="list-style-type: none"> Green Education Task Force 	
<ul style="list-style-type: none"> The Principles of 4Rs and Environmental Conservation being incorporated into the school curriculum in every subject department for at least one class level in the 	Whole year	<ul style="list-style-type: none"> The subject departments are able to arouse students' awareness of the issue subject-wise. 	<ul style="list-style-type: none"> Evaluation by the subject departments 	<ul style="list-style-type: none"> Green Education Task Force Subject departments 	

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
school year					
<ul style="list-style-type: none"> Co-curricular activities being held to promote Green Education like the “One Person One Flower”, “English Debates”, “Inter-class Bulletin Board Competition” and “Video Project” etc 	Whole year	<ul style="list-style-type: none"> The school is able to promote Green Education through co-curricular activities, using the optimized or newly established facilities whenever possible. 	<ul style="list-style-type: none"> Observation by the Green Education Task Force Evaluation by respective organizers 	<ul style="list-style-type: none"> Green Education Task Force Respective organizers 	

3. Energy and water conservation

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> The “Electrical Energy Saving Competition” being jointly organized with F.3 class committees using the “Electricity Consumption Monitoring System” and “Green Console” to explore different ways of conserving electrical energy The winning classes of the competition being invited to share in school assemblies with the support from English and Mathematics Departments for presentation skills The control unit of the electric fans in F.3 	Whole year	<ul style="list-style-type: none"> The F.3 students are able to reduce electrical energy consumption in the Second Term relative to the First Term. The winning classes are able to share their experience and tips on saving energy in school assemblies. 	<ul style="list-style-type: none"> Regular monitoring of the consumption of electrical energy in F.3 classes throughout the school year 	<ul style="list-style-type: none"> Green Education Task Force English Department Mathematics Department F.3 class teachers 	<ul style="list-style-type: none"> Sponsorship from the PTA Support from the CLP

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
classrooms being modified to allow continuous adjustment of the speed to encourage students to use fans more often than air-conditioners for saving energy					
<ul style="list-style-type: none"> A guideline for using the lights and air-conditioners in the school being formulated to promote energy conservation 	Whole year	<ul style="list-style-type: none"> The school is able to reduce the consumption of electrical energy. 	<ul style="list-style-type: none"> Regular monitoring of the consumption of electrical energy of the whole school 	<ul style="list-style-type: none"> Green Education Task Force 	
<ul style="list-style-type: none"> The waste water from the existing reverse osmosis drinking water system for staff being collected and re-used for watering the Eco Garden near Inverness Road 	Whole year	<ul style="list-style-type: none"> The school is able to maintain the Eco Garden with the waste water. 	<ul style="list-style-type: none"> Observation by Green Education Task Force 	<ul style="list-style-type: none"> Green Education Task Force 	<ul style="list-style-type: none"> Sponsorship from the PTA
<ul style="list-style-type: none"> The rainwater on the roof of Block H being collected for watering the greenhouses A micro hydro-electricity generator being installed as a part of the rainwater collection system to explore the generation and use of hydro-electricity in the school 	Whole year	<ul style="list-style-type: none"> The school is able to maintain the greenhouses with more rainwater and less tap water. The micro hydro-electricity generator is able to generate electricity with rainwater. 	<ul style="list-style-type: none"> Observation by Green Education Task Force 	<ul style="list-style-type: none"> Green Education Task Force 	<ul style="list-style-type: none"> Sponsorship from the PTA

4. Recycling and waste reduction

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> Recyclable collection bins being sponsored by the PTA and installed on school campus to promote the recycling of used items An operation guideline being formulated for students and teachers to get them into the habit of recycling 	Whole year	<ul style="list-style-type: none"> The students and teachers are used to recycle used items like paper, plastic bottles and aluminium cans. 	<ul style="list-style-type: none"> Observation by Green Education Task Force 	<ul style="list-style-type: none"> Green Education Task Force Information Technology & Resources Committee 	<ul style="list-style-type: none"> Sponsorship from the PTA
<ul style="list-style-type: none"> The use of handkerchiefs and towels being promoted among staff as a substitute for paper towels to reduce paper waste 	Whole year	<ul style="list-style-type: none"> The school is able to reduce the consumption of paper towel. 	<ul style="list-style-type: none"> Observation and analysis of data by the Green Education Task Force 	<ul style="list-style-type: none"> Green Education Task Force Information Technology & Resources Committee 	
<ul style="list-style-type: none"> e-Documents & Duplex Printing being used whenever possible on all occasions to reduce paper consumption 	Whole year	<ul style="list-style-type: none"> At least 20% of the print jobs are being done with duplex printing 	<ul style="list-style-type: none"> Observation and analysis of data by the Green Education Task Force 	<ul style="list-style-type: none"> Green Education Task Force Information Technology & Resources Committee 	
<ul style="list-style-type: none"> A new system being sponsored by the PTA and installed on school campus to provide quality water to the students, reduce the demand for bottled water and reduce plastic waste eventually “Bring Your Own Bottle” 	Whole year	<ul style="list-style-type: none"> Less bottled water is sold out throughout the school year. Students are able to bring and refill their bottles. 	<ul style="list-style-type: none"> Observation and analysis of data and evaluation by Green Education Task Force and Tuck Shop 	<ul style="list-style-type: none"> Green Education Task Force Tuck Shop 	<ul style="list-style-type: none"> Sponsorship from the PTA

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
being promoted besides “Bring Your Own Bag”					
<ul style="list-style-type: none"> • Quality water being sponsored by the PTA and provided to the student helpers with their own bottles, instead of bottled water, in the Swimming Gala and Athletics Meet to reduce plastic waste. • The used plastic bottles being collected for recycling in the events 	September, October & November 2011	<ul style="list-style-type: none"> • Less bottled water is given out in Swimming Gala and Athletics Meet. • Student helpers are able to bring and refill their bottles. • Students are able to give their full support to the collection of used bottles in the events. 	<ul style="list-style-type: none"> • Observation by Green Education Task Force 	<ul style="list-style-type: none"> • Green Education Task Force • PE Department • House Committees 	<ul style="list-style-type: none"> • Sponsorship from the PTA

Major Concerns	Intended Outcomes/Targets	11/12	12/13	13/14	Strategies
2007/2008 and 2008/2009					
Self-directed Learning	<p>Students' acquisition of self-learning habits on</p> <ul style="list-style-type: none"> - goal-setting - pre-lesson preparation - reflection <p>Teachers'</p> <ul style="list-style-type: none"> - compilation of learning resources on pre-lesson preparation - acquisition and application of metacognitive skills in classroom teaching 	*	*	*	<ul style="list-style-type: none"> ● Cultivation of students' awareness of the need for self-directed learning ● Cultivation of students' self-directed learning habits on <ul style="list-style-type: none"> - goal setting - reflection - pre-lesson preparation ● Teachers' professional development with special focus on metacognitive skills ● Assisting students to set learning goals and to work towards the goals ● Enhancing students' self-directed learning ability with the focus on pre-lesson preparation ● Promoting students' metacognitive skills through teacher modeling ● Enhancing teachers' capability on applying metacognitive skills in teaching (focus: questioning techniques) through <ul style="list-style-type: none"> - collaborative lesson preparation - peer observation - sharing

Major Concerns	Intended Outcomes/Targets	11/12	12/13	13/14	Strategies
2009/2010					
Application of Metacognitive Skills	<p>Students' application of self-learning habits on</p> <ul style="list-style-type: none"> - goal-setting - pre-lesson preparation - reflection <p>Teachers'</p> <ul style="list-style-type: none"> - application of metacognitive skills in classroom teaching - continuous professional development on NSS - collaborative effort on developing common language items across subjects 	*	*	*	<ul style="list-style-type: none"> ● Further promote students' metacognitive skills through teacher modeling ● Further enhance students' information searching capability through reading and use of IT ● Further enhance students' language proficiency through the use of common language items across subjects ● Enhance teachers' capability and confidence on <ul style="list-style-type: none"> a. applying metacognitive skills in teaching b. mastering the NSS curriculum - collaborative lesson preparation - peer observation - sharing ● Encourage and facilitate teachers' collaborative effort on enriching the English learning environment in campus

Major Concerns	Intended Outcomes/Targets	11/12	12/13	13/14	Strategies
2010/2011					
Assessment for Learning	<p>Students' learning effectiveness is further enhanced through assessment for learning.</p> <p>Teachers' capability on using assessment for students' learning is consolidated.</p>	* *	* *	* *	<ul style="list-style-type: none"> ● Students' peer assessment and self-assessment to be the foci of the year ● Checklists / rubrics guiding the process of peer assessment and self-assessment by students themselves to be developed in all subject departments ● Success criteria and methods of evaluation to be set
Students' Whole-person Development	<p>Students' leadership potentials are to be further explored and developed, so that they are more capable of demonstrating *quality leadership in school and becoming good leaders in whatever contexts after graduation.</p> <p>*well-liked by our Lord, and with positive attitude, high moral standards and correct value judgments</p>	*	*	*	<ul style="list-style-type: none"> ● F.1 Students' spirit of unity and sense of initiative to be cultivated through the restructuring of Class Committees ● F.2 Students' leadership potentials to be explored & value education to be incorporated ● F.3 Students' leadership quality to be further developed ● F.4 & F.5 Students being ready to lead and to serve

Summary on Budget of 2011 – 2012

A. OEBG (2011 – 2012)

1. OEBG - Subjects

Section / Item	Budgeted Expenditure
	OEBG
BAFS	16,500
Biblical Knowledge	2,500
Biology	21,000
Chemistry	42,500
Chinese History	4,000
Chinese Language	45,500
Computer Studies and Literacy / ICT	13,000
Economics	4,500
English Language	31,800
Geography	6,500
History	5,500
Integrated Science	23,500
Liberal Studies	17,500
Mathematics	34,000
Music	7,000
Physical Education	128,500
Physics	25,500
Putonghua	1,500
Visual Arts	69,300
Sub-total (1) :	500,100

2. OEBG - Committees

Section / Item	Budgeted Expenditure
	OEBG
Academic Affairs Committee	17,500
Careers Guidance	2,500
CCA	8,750
Ceremony Committee	24,300
Counselling Committee	15,700
Cultural Exchange Committee	8,200
Discipline Committee	13,200
e-Administration	7,950
Information Technology Committee	204,865
Information Technology (Campus TV)	7,000
Language Across Curriculum	1,200
Library Committee	8,600
OLE	200
Promotion	100,000
Publication	/
Religious Committee	6,000
Resources Committee	461,450
SAMS	/
School Library	83,000
SSE	200
Staff Development Committee	12,500
Sub-total (2) :	983,115

3. OEBG – Operating Expenses

Section / Item	Budgeted Expenditure
	OEBG
Advertising Expense	9,000
Audit Fee	20,000
Bank Charges	1,200
Consumables	15,000
Electricity Charges	100,000
Electricity and Maintenance for Preparation Rooms	8,000
Expenses on Common Areas	300,000
Lift Maintenance	140,000
Newspaper	3,420
Noise Abatement Measures	320,000
Printing & Stationery	15,000
Repairs and Maintenance	300,000
Salary of Clerical Staff	2,600,000
Salary of Janitors	1,400,000
School Events	2,000
Sundry Expenses	20,000
Telephone, Water and Gas Charges	40,000
Travelling Expenses	1,000
Wreath & Flower Basket	1,200
Sub-total (3) :	5,295,820

Section / Item	Budgeted Expenditure
	OEBG
Total Budgeted Expenditure (1) + (2) + (3)	6,779,035
Total Budgeted Grants to be received	6,752,921
Budgeted Surplus / (Deficit) :	(26,114)

B. Capacity Enhancement Grant, Composite Furniture and Equipment Grant, Teacher Professional Preparation Grant & Programme Fund for Implementation of Whole School Approach to Guidance and Discipline (2011 – 2012)

Section / Item	Budgeted Expenditure	Budgeted Grants to be received	Budgeted Surplus / (Deficit)
Capacity Enhancement Grant (Note 2)	428,852	495,360	66,508
Composite Furniture and Equipment Grant (Note 3)	426,299	566,622	140,323
Teacher Professional Preparation Grant (Note 4)	266,805	/	(266,805)
Programme Funds for Implementation of Whole School Approach to Guidance & Discipline (Note 5)	/	7,595	7,595
Total :	1,121,956	1,069,577	(52,379)

Note:

1. Balance on OEBG b/f from 2010/2011	HK\$ 1,241,409.23
2. Balance on CEG b/f from 2010/2011	292,388.41
3. Balance on CFEG b/f from 2010/2011	62,200.00
4. Balance on TPPG b/f from 2010/2011	233,621.95
5. Balance on P. Funds for Imp. of WS App. to G & D b/f from 2010/2011	6,672.73

End