

# Munsang College

# 民生書院



## Annual Plan 2012 – 2013

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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 2012 – 2013

### School Major Concern

Green Life

### Objectives / Intended Outcomes

The stakeholders being able to

1. implement the “Principles of 4Rs” in their daily life;
2. adopt a cleaner and greener lifestyle for protecting the environment.

### Strategies

1. Interaction and Recognition
2. Back to Nature
3. Energy Conservation and Generation
4. Recycling and waste reduction

### Implementation Plan

1. Interaction and Recognition

(a) Multiple Channels for Announcements and Interaction

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<u>Model of Green Education</u> • To draw the attention of stakeholders and visitors to our major concern – Green Life, a model being made and displayed in a prominent area on campus to convey green tips and messages as well as to collect feedback from them	Whole Year	• The model can be finished and put on display on campus by mid September 2012. • It is able to disseminate green tips and messages and to collect feedback with the model.	• Observation and analysis of data by the Green Education Task Force	• Green Education Task Force • Visual Arts Department • Alumni	
<u>Bulletin Board and Campus LCD TV</u> • The Campus LCD TV being utilised to disseminate the green message such as school policies, green	Whole Year	• At least 60% of students and teachers agree that the messages can be	• Questionnaire Survey • Observation by the Green	• Green Education Task Force • I.T. and	

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
activities, students' sharing and so forth. • Important documents of Green Education being displayed on the Bulletin Board of Green Education		disseminated effectively with the bulletin board and TV.	Education Task Force	Resources Committee • EASE • Science Society	
<u>School Home Page and eClass</u> • To get Munsang connected to the outside world, the use of School Home Page being maximized to let the outside people know what is happening in the college and what has been achieved in Green Education • The School Home Page and eClass being used as channels of internal communication	Whole Year	• It is able to update the School Home Page regularly with the latest information. • The school is able to effectively use the home page and eClass for internal communication.	• Observation and analysis of data by the Green Education Task Force	• Green Education Task Force • CARE • I.T. and Resources Committee • EASE • Science Society	

(b) Token of Recognition for the winners

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>VIP Card</u> • The VIP Cards for “Express Purchases” at the Tuck Shop being issued to the winners of green events throughout the school year so as to motivate students to participate in the events	Whole Year	• The issue of VIP Cards is able to motivate students to join the green events.	• Observation by the Green Education Task Force	• Green Education Task Force • I.T. and Resources Committee	
<u>Munsang eFarm</u> • The winners of green events being enabled to plant on the Internet in a class or family basis • Through continuous participation in the virtual farm, a deeper understanding of the kind of patience and love needed in growing a healthy	Whole Year	• Students are able to enhance their awareness on waste reduction and green living. • All the classes join the eFarm.	• Observation and analysis of data I.T. & Resources Committee	• Green Education Task Force • I.T. and Resources Committee	

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
plant being fostered in the participants • Class spirit and family relationship being enhanced in the process					
<u>Solar Banquet</u> • Solar Banquet being held at the end of the school year to show appreciation to the top winners of the green events organized by school • The food being cooked with solar oven and the produce of Munsang Gardens being served in the event as a demonstration of the use of solar energy and promotion of organic farming.	July 2013	• It is able to set up the solar oven and use it for cooking. • The produce of organic farming can be served and well received in the event.	• Observation by the Green Education Task Force	• Green Education Task Force • CARE • I.T. and Resources Committee	
<u>Our Plant</u> • The winners of Munsang eFarm being invited to grow a fruit tree at the end of the school year on campus as a token of recognition, and to enjoy the fruits grown from the tree in the next year. • Through the activities, the participants being enabled to learn more about plants, observe their growth and see the beauty of the nature.	July 2013	• The participants are able to choose the suitable type of tree and to plant it properly on campus.	• Observation by the Green Education Task Force	• Green Education Task Force • CARE • I.T. and Resources Committee	
<u>eBook – MSC Green Life</u> • An ebook being made as an electronic record to celebrate the green events, including sharing, memorable photos and video clips of the events as well as the winning pieces of various competitions.	August 2013	• It is able to let the stakeholders and public know what we have done in promoting Green Education.	• Observation by the Green Education Task Force	• Green Education Task Force • I.T. and Resources Committee	

2. Back to Nature

(a) MSC Gardens & Organic Farming

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p><u>MicroGardens: Planned Cultivation</u></p> <ul style="list-style-type: none"> <li>• A programme named “Leaders Leading the Future Leaders” being launched to enhance students’ leadership and communication skills</li> <li>• F.1 and F.2 class representatives being led by F.2 MicroGardens committee of the previous year in organizing cultivation activities for their classes</li> </ul>	<p>Whole Year</p>	<ul style="list-style-type: none"> <li>• F.1 and F.2 representatives are able to organize at least two cultivation activities for their forms.</li> <li>• At least 10 trained students are willing to serve as leaders to train the representatives in the next school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by CARE and Science Society</li> </ul>	<ul style="list-style-type: none"> <li>• CARE</li> <li>• Science Society</li> </ul>	
<p><u>EcoGarden and Rooftop Butterfly Garden: Ecological Study on Butterfly &amp; Biological Photography</u></p> <ul style="list-style-type: none"> <li>• Nectar plants being grown to attract butterflies from gardens around campus</li> <li>• Ecological studies being conducted to assist students to have a better understanding about the diversity of butterflies and other insects.</li> <li>• Biological photography being taught to help students comprehend the body structure of different insects</li> </ul>	<p>Second Term</p>	<ul style="list-style-type: none"> <li>• At least 3 types of butterflies are found in the gardens.</li> <li>• At least 70% of the participants attend more than 70% of the meetings on ecological studies.</li> <li>• At least 70% of the participants attend more than 70% of the meetings on biological photography.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by CARE and Science Society</li> </ul>	<ul style="list-style-type: none"> <li>• CARE</li> <li>• Science Society</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsorship by School Council</li> <li>• Support by Fung Yuen Butterfly Reserve (FYBR)</li> </ul>
<p><u>Greenhouses and Rooftop Farmland: Organic Farming – Food &amp; Medical Use</u></p> <ul style="list-style-type: none"> <li>• A wide variety of plants being cultivated organically, especially herbs and edible plants</li> <li>• The use of herbs in making better</li> </ul>	<p>Whole Year</p>	<ul style="list-style-type: none"> <li>• At least 5 types of herbs and edible plants are grown in greenhouses and farmland in each term.</li> <li>• At least 50% of Green@Munsang</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by CARE and Science Society</li> <li>• Questionnaire Survey</li> </ul>	<ul style="list-style-type: none"> <li>• CARE</li> <li>• Science Society</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsorship by Parent-Teacher Association (PTA)</li> </ul>

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
taste dishes and their medicinal values being introduced at Green@Munsang homepage		homepage visitors like the herbs information.			
<u>PTA Farmland</u> <ul style="list-style-type: none"> <li>A wide variety of plants being cultivated organically, especially herbs and edible plants</li> <li>Green events being co-organised by the PTA and Green Education Task Force with the produce of the farmland</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>At least 3 types of herbs and edible plants are grown in the farmland in each term.</li> <li>At least an event is organized in each term.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by PTA and CARE</li> </ul>	<ul style="list-style-type: none"> <li>PTA</li> <li>CARE</li> </ul>	
<u>Exchange Programmes</u> <ul style="list-style-type: none"> <li>To share the planting knowledge and experience in MicroGardens, and to have a better understanding of different cultures, the exchange programme named “Growing Together” being extended, linked with one to two members of English Schools Foundation</li> <li>Through internet communication and inter-school visits, an invaluable opportunities being offered to students to strengthen their communication skills</li> </ul>	First Term	<ul style="list-style-type: none"> <li>At least 70% of the participants in the sharing sessions via Skype with ESF students.</li> <li>At least 15 students join each inter-school visit.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by CARE and Science Society</li> <li>Reflection of students</li> </ul>	<ul style="list-style-type: none"> <li>CARE</li> <li>Science Society</li> </ul>	

(b) Eco-cleaners & Composting

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<u>Eco-Cleaner DIY Workshops</u> <ul style="list-style-type: none"> <li>Workshops being held to offer great opportunities for participants to learn how to sustain a hygienic and sparkly clean environment with simple,</li> </ul>	First Term	<ul style="list-style-type: none"> <li>The workshops are able to arouse people’ awareness on choosing eco-friendly cleaners.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by Green Education Task force and CARE</li> <li>Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Green Education Task Force</li> <li>CARE</li> <li>PTA</li> </ul>	



<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
inexpensive and effective materials		<ul style="list-style-type: none"> <li>At least 70% of the participants switch to non-chemical cleaners after the workshop.</li> </ul>	Survey		
<u>Composting of Food and Organic Farming</u> <ul style="list-style-type: none"> <li>Food scraps being composted to obtain nutrient-rich soil, which is perfect for organic farming</li> <li>Workshops on composting and organic farming being held to enrich participants' knowledge on these aspects</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>The workshops are able to arouse people' awareness on reducing food waste and the advantages of food composting.</li> <li>At least 70% of the participants compost food scraps at home after the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by Green Education Task force and CARE</li> <li>Questionnaire Survey</li> </ul>	<ul style="list-style-type: none"> <li>Green Education Task Force</li> <li>CARE</li> </ul>	
<u>"The Strongest Eco-cleaner" Competition</u> <ul style="list-style-type: none"> <li>A competition being held to find out the strongest and most efficient D.I.Y. eco-cleaner for removing tough stains</li> </ul>	First Term	<ul style="list-style-type: none"> <li>At least 15 people join the competition.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by Green Education Task force and CARE</li> </ul>	<ul style="list-style-type: none"> <li>Green Education Task Force</li> <li>CARE</li> <li>PTA</li> </ul>	

(c) House Plant & Healthier Life

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>A Study on "House Plant for Healthier Life"</u> <ul style="list-style-type: none"> <li>Potted plants being provided to volunteering students to grow at home</li> <li>Plants being used to reduce stress and symptoms of depression and a relevant study being conducted by the students</li> </ul>	Second Term	<ul style="list-style-type: none"> <li>At least 30 students join the house plant study.</li> <li>At least 70% of the participating families keep the house plants after the study.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by Green Education Task force and CARE</li> <li>Questionnaire Survey</li> </ul>	<ul style="list-style-type: none"> <li>Green Education Task Force</li> <li>CARE</li> </ul>	

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>Photography Competition – “My House Plant”</u> <ul style="list-style-type: none"> <li>• A photography competition being held to serve aesthetic purpose</li> </ul>	Second Term	<ul style="list-style-type: none"> <li>• At least 30 families join the competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by Green Education Task force</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• Photography Team</li> <li>• EASE</li> </ul>	

(d) Charity Events – To Love & To Share

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>Charity Sales</u> <ul style="list-style-type: none"> <li>• Herbs and edible plants being grown by students in different gardens on campus</li> <li>• These produce being sold in charity sales organized by students to raise money for the needy</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• At least 20 students grow herbs and edible plants for charity.</li> <li>• Students are able to organize a charity sale and raise a sum of at least HK\$5000.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation by Green Education Task force and CARE</li> <li>• Evaluation by Science Society and Interact Club</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• CARE</li> <li>• Science Society</li> <li>• Interact Club</li> </ul>	
<u>Voluntary Visits</u> <ul style="list-style-type: none"> <li>• Plants grown and money raised in charity sales being given to the needy by students during voluntary visits in order to share love and contribute to the betterment of the society</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• At least 20 students join each voluntary visit.</li> <li>• At least 70% of the participants are willing to serve the community by engaging more in voluntary works in future.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by Green Education Task force and CARE</li> <li>• Questionnaire Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• CARE</li> <li>• Science Society</li> <li>• Interact Club</li> </ul>	

3. Energy Conservation and Generation  
 (a) Energy Conservation

Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p><u>Domestic Electrical Energy Saving Competition &amp; SIP</u></p> <ul style="list-style-type: none"> <li>• A competition being held to help students and their families to develop a sense of proper electricity usage               <ul style="list-style-type: none"> <li>- The bimonthly electricity bills this year being compared to those received in last year</li> <li>- The families with their electricity consumption dropped by a certain extent being awarded the winners of the bi-month</li> </ul> </li> </ul>	<p>Whole Year</p>	<ul style="list-style-type: none"> <li>• At least 150 families join the competition.</li> <li>• At least 70% of participants are willing to maintain the proper electricity usage behavior after the competition.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by Green Education Task force</li> <li>• Questionnaire Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• Support by China Light &amp; Power (CLP)</li> </ul>
<p><u>F.1 – F.3 Inter-Class Energy Saving Competition</u></p> <ul style="list-style-type: none"> <li>• “Electricity Consumption Monitoring System” being installed in F.1 and F.2 classrooms, like F.3 classrooms</li> <li>• A competition being held for the junior form to help them develop a sense of proper electricity usage</li> <li>• A programme named “Leaders Leading the Future Leaders” being launched to enhance students’ leadership skills and organizing capabilities</li> <li>• F.1 to F.3 class representatives being led by Science Society committee in setting electricity usage strategies through the environmental factors measured by advance instruments in their classrooms</li> </ul>	<p>Whole Year</p>	<ul style="list-style-type: none"> <li>• The classroom electricity consumption can be monitored effectively with the system.</li> <li>• The classes are able to reduce the improper use of electricity.</li> <li>• At least 70% trained students are willing to serve as leaders to train the representatives of the next school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation by Green Education Task Force</li> <li>• Evaluation by CARE and Physics Department</li> <li>• Questionnaire Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• CARE</li> <li>• Physics Department</li> <li>• Science Society</li> </ul>	<ul style="list-style-type: none"> <li>• Sponsorship by PTA</li> </ul>

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>After-school Energy Saving Policy</u> <ul style="list-style-type: none"> <li>In order to better monitor the utilisation of classrooms and avoid unnecessary electricity use after school, the effort of energy conservation being stepped up with the implementation of the following measures on campus: <ul style="list-style-type: none"> <li>The students and teachers being able to use classrooms after school as usual with advance booking</li> <li>Otherwise, the air-conditioners being turned off after the last lesson and the classrooms being closed by 4:00 p.m. every normal school day</li> <li>A student common room (D202 – D209, one at a time) being open until 5:00p.m. every normal school day.</li> </ul> </li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>The students are able to observe the energy saving measures.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by the Green Education Task Force</li> <li>Data analysis with the Electricity Consumption Monitoring System</li> </ul>	<ul style="list-style-type: none"> <li>Green Education Task Force</li> <li>Science Society</li> </ul>	<ul style="list-style-type: none"> <li>PTA</li> </ul>

(b) Renewable Energy Generation

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>MSC Wind Turbine</u> <ul style="list-style-type: none"> <li>To enrich the learning of talented students in scientific field, a large scale horizontal axis wind turbine and a vertical axis wind turbine system being built and installed on campus to prove wind power to be a practical means of renewable energy</li> </ul>	Second Term	<ul style="list-style-type: none"> <li>At least 10 students join the project.</li> <li>The participants are able to present the principles of the two types of wind turbines to other students during dissemination sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by Green Education Task Force</li> <li>Evaluation by CARE and Physics Department</li> </ul>	<ul style="list-style-type: none"> <li>Green Education Task Force</li> <li>CARE</li> <li>Physics Department</li> <li>Science Society</li> <li>Alumni</li> </ul>	
<u>MSC Sun-tracker &amp; Solar Cooker</u> <ul style="list-style-type: none"> <li>To enrich the learning of talented</li> </ul>	Second Term	<ul style="list-style-type: none"> <li>At least 10 students join the project.</li> </ul>	<ul style="list-style-type: none"> <li>Observation by Green Education</li> </ul>	<ul style="list-style-type: none"> <li>Green Education Task</li> </ul>	

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
students in scientific field, large scale sun-trackers being built and installed on campus to demonstrate the effective extraction of solar energy from natural environment • To echo the Solar Banquet, workshops being arranged for students to learn how to set up an effective solar oven for cooking food		• The participants are able to present the principles of sun-tracker and solar cooker to other students during dissemination sessions.	Task Force • Evaluation by CARE and Physics Department	Force • CARE • Physics Department • Science Society • Alumni	

(c) Hong Kong Inter-School Solar Advancement Challenge (HKISSAC)

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>HKISSAC</u> • The third HKISSAC being organized on school campus to arouse the interest of primary participants in renewable energy applications • Briefing sessions, workshops and competitions being organized with the assistance of some student leaders in the planning and implementation stages	First Term	• At least 500 students from 40 primary schools join the competitions. • At least 70% of participating schools are willing to join HKISSAC next year.	• Evaluation by CARE and Physics Department • Questionnaire Survey	• CARE • Physics Department • Science Society • Alumni	• Sponsorship by School Council • Support by CLP and EMSD

(d) Workshops for Students, Parents and Community

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<u>Our CARE – I Care</u> • A learning session on energy crisis, energy audit, daily electricity consumption and renewable energy development being arranged in the CARE for P.6 to F.3 classes during morning assemblies to strengthen their sense of responsibility as global	First Term	• Students are able to audit the power consumption of their classrooms. • At least 70% of the participants are willing to reduce improper	• Evaluation by CARE • Questionnaire Survey	• CARE	• Sponsorship by School Council

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
citizens		consumption of electricity.			
<u>Family Workshops at CARE</u> • To promote the use and development of renewable energy to the public, half-day family workshops on making renewable energy models being organized in the CARE to all primary schools in Hong Kong during non-school days	Whole Year	• At least 20 families join each family workshop series. • At least 70% of participating families are willing to join other workshops arranged by CARE.	• Evaluation by CARE • Questionnaire Survey	• CARE • Science Society • Alumni	
<u>Courses on Environmental Protection</u> • To further promote environmental protection to the public, an Environmental Protection Course being organized in the CARE to teach the participants basic knowledge of protecting the environment in different aspects	Second Term	• At least 20 people join each environmental protection course. • At least 70% of participants are willing to join other courses arranged by the CARE.	• Evaluation by CARE • Questionnaire Survey	• CARE • Alumni	

4. Recycling and Waste Reduction

(a) On-campus Recycling and Waste Reduction

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
• The successfully implemented on-campus recycling and waste reduction strategies such as installing recyclable collection bins, reducing printing paper and paper towel consumption, installing water dispensers and reducing consumption of bottled water being further refined and promoted so as to enhance recycling and waste reduction.	Whole Year	• Students and teachers get used to recycle used items like paper, plastic bottles and aluminum cans.	• Observation and analysis of data by Green Education Task Force	• Green Education Task Force • I.T. & Resources Committee	

(b) School Waste Reduction and Recycling Education and Awareness Campaign

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• Through participating in the “Reduce Your Waste and Recycle Your Plastics Campaign” co-organized by the Environmental Protection Department (EPD), the awareness of students and teachers of waste reduction and recycling being increased.</li> <li>• Students being encouraged to recycle plastic bottles.</li> <li>• Students being encouraged to share the idea of waste reduction and recovery with their families and to participate in the Campaign with them.</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Students actively participate in the Campaign by recycling plastic bottles</li> <li>• Students become more aware of the importance of waste reduction in their daily living</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and analysis of data by the Green Education Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> </ul>	

(c) Tips on Recycling and Waste Reduction

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• Tips on recycling and waste reduction, including water conservation being given to students to further enhance their awareness on waste reduction.</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Students become more aware of waste reduction and put into practice in their daily living</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and analysis of data by the Green Education Task Force</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• EASE</li> </ul>	

(d) F.3 LS thematic mini-project on Recycling and Waste Reduction

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• F.3 LS thematic mini-project being held in collaboration with the Liberal Studies Department for F.3 students to enhance the awareness of green living by drawing their attention to social issues on environmental quality of life such as waste reduction.</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Students are able to enhance their awareness of waste reduction and green living</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by the Green Education Task Force and Liberal Studies Department</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• Liberal Studies Department</li> </ul>	

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• Good works being selected and compiled into an eBook.</li> </ul>					

(e) F.4 English Essay Writing Competition

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• F.4 English essay writing competition being held in collaboration with the English Department for F.4 students, aiming to increase the awareness of School Major Concern, encourage the sharing of green living style, and foster a deeper understanding of Green Life.</li> <li>• Good works being selected and compiled into an eBook.</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Students are able to enhance their awareness on green living</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by the Green Education Task Force and English Department</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• English Department</li> </ul>	

(f) F.5 Chinese Essay Writing Competition

<b>Strategies / Tasks</b>	<b>Time Scale</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>People Responsible</b>	<b>Resources Required</b>
<ul style="list-style-type: none"> <li>• F.5 Chinese essay writing competition being held in collaboration with the English Department for F.4 students, aiming to increase the awareness of School Major Concern, encourage the sharing of green living style, and foster a deeper understanding of Green Life.</li> <li>• Good works being selected and compiled into an eBook.</li> </ul>	Whole Year	<ul style="list-style-type: none"> <li>• Students are able to enhance their awareness on green living</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by the Green Education Task Force and Chinese Department</li> </ul>	<ul style="list-style-type: none"> <li>• Green Education Task Force</li> <li>• Chinese Department</li> </ul>	



## Summary on Budget of 2012 - 2013

### A. OEGB (2012 – 2013)

#### 1. OEGB - Subjects

Section / Item	Budgeted Expenditure
	EOEBG
BAFS	4,000
Biblical Knowledge	2,500
Biology	30,000
Chemistry	42,500
Chinese History	4,000
Chinese Language	46,000
Economics	4,000
English Language	33,800
Geography	6,600
History	5,500
ICT	34,500
Integrated Science	21,500
Liberal Studies	20,000
Mathematics	38,000
Music	5,000
Physical Education	148,500
Physics	25,500
Putonghua	1,500
Visual Arts	63,000
<b>Sub-total (1) :</b>	<b>536,400</b>

#### 2. OEGB - Committees

Section / Item	Budgeted Expenditure
	EOEBG
Academic Affairs	17,500
Careers Guidance	4,000
CCA	500
Ceremony Committee	26,650
Counselling Committee	14,700
Discipline Committee	10,200
Green Education	13,400
Information Technology (Campus TV)	25,000
Information Technology & Resources	1,746,750
Language Across Curriculum	1,400
Library Committee	8,500
Promotion	75,000
Publicity & Alumni Affairs	7,000
Religious Committee	16,000
S1 DP Interview	500
School Library	67,000
Staff Development Committee	1,500
<b>Sub-total (2) :</b>	<b>2,035,600</b>

### 3. EOEBG – Operating Expenses

Section / Item	Budgeted Expenditure
	EOEBG
Advertising Expense	11,000
Audit Fee	20,000
Bank Charges	1,200
Consumables	10,000
Electricity Charges	180,000
Electricity and Maintenance for Preparation Rooms	8,000
Lift Maintenance	140,000
Newspaper	2,180
Noise Abatement Measures	330,000
Printing & Stationery	15,000
Salary of Clerical Staff	2,850,000
Salary of Janitors	1,650,000
School Events	2,000
Sundry Expenses	60,000
Telephone, Water and Gas Charges	40,000
Travelling Expenses	1,000
Expenses on Common Areas	100,000
<b>Sub-total (3) :</b>	<b>5,420,380</b>

Section / Item	Budgeted Expenditure
	EOEBG
Total Budgeted Expenditure (1) + (2) + (3)	7,992,380
Total Budgeted Grants to be received	8,030,957
<b>Budgeted Surplus / (Deficit) :</b>	<b>38,577</b>

### B. Capacity Enhancement Grant (2012 – 2013)

Section / Item	Budgeted Expenditure	Budgeted Grants to be received	Budgeted Surplus / (Deficit)
Capacity Enhancement Grant (Note 2)	708,649	523,095	<b>(185,554)</b>

Note:

1. Balance on OEBG from 2011/2012
2. Balance on CEG from 2011/2012

HK\$  
2,376,888  
469,189

**End**