

# Munsang College

# 民生書院



## School Development Plan 2014/2015 – 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

**Holistic Review School Development Plan (2011/12 – 2013/14)**

<b>Major Concerns</b>	<b>Extent of targets achieved</b> <i>(e.g. Fully achieved; Partly achieved; Not achieved)</i>	<b>Follow-up actions</b> <i>(e.g. Incorporated as routine work; Continue to be major concerns in the next SDP; Others)</i>
<b>Green Education</b> - <b>Green School</b> - <b>Green Life</b> - <b>Green Community</b>	Mostly achieved	- Will be incorporated as routine work.
<b>Assessment for Learning</b>	Partly Achieved	- Checklists or assessment rubrics with success criteria guiding the process of peer assessment and self-assessment by students themselves were developed in all subject departments. The Academic Affairs Committee will explore ways to making use of assessment data to support and extend students' learning.
<b>Students' Whole-person Development</b>	Mostly achieved	- Will be incorporated as routine work.

## Evaluation of the School's Overall Performance

PI Area	Major Strength	Areas for Improvement
1. School management	<ul style="list-style-type: none"> <li>• The School Sponsoring Body has set clear direction for school development and has been providing resourceful inputs for the realization of school goals and delivery of school major concerns.</li> <li>• The IMC, comprising managers from various sectors including tertiary education, legal and business, treasures the College's traditional heritage and shows a strong sense of commitment to her continuous development.</li> <li>• The management framework is well-structured with a clear line of reporting among the 2 Vice-principals and Assistant Principal, as well as the heads of various working and standing committees who are in the possession of good knowledge of their own roles and responsibilities.</li> <li>• Scope of work of the working and standing committees is well-defined and there is keen co-operation among them.</li> <li>• Timely and effective support is provided for the teaching team by the non-teaching staff pool, including office clerks, IT technicians, teaching assistants and janitors.</li> <li>• Newly-introduced school policies are thoroughly discussed in the Core Meetings with membership comprising the Principal, Vice-principals and Assistant Principal, and the Executive Committee. Before arriving at any decision, they will go through more in-depth deliberation among teachers in Staff Meetings.</li> <li>• Good practices, both teaching (e.g. classroom teaching) and non-teaching (e.g. tours and exchange activities) are disseminated and shared in Staff Meetings, Subject Department meetings, and on Staff Development Days.</li> </ul>	<ul style="list-style-type: none"> <li>• Optimization of class structure (from 6 × 6 to 5 × 6) leading to shrinkage of the staff establishment results in the existence of a number of contract teachers and lower promotion prospect.</li> <li>• Transparency of the policy making process could be further enhanced.</li> </ul>
2. Professional Leadership	<ul style="list-style-type: none"> <li>• The Principal is devoted to bringing the College to new heights, willing to face challenges ahead herself and with her team, eager to widen the exposure of both staff and students and is well-supported by the IMC and middle managers.</li> <li>• The 2 Vice-principals and Assistant Principal, with their scopes of work covering students' all-round development, learning, teaching &amp; curriculum, and resources &amp; campus development, are highly dedicated to work for the well-being of students and the College, both software and hardware. Also, subject departments and committees are under their effective coordination.</li> <li>• The middle managers are committed, responsible, hardworking and familiar with curriculum changes. They work by applying the P-I-E cycles, formulating plans that align with the school major concerns and curriculum requirements, implementing strategies systematically, monitoring the delivery progress and</li> </ul>	<ul style="list-style-type: none"> <li>• Middle managers could be more proactive in initiating new practices and appropriate pedagogical changes.</li> <li>• The administrative capabilities of lower rank teachers could be further enhanced, so as to empower them to share the ever-increasing demand on administrative duties.</li> </ul>

	<p>evaluating the outcomes in a more and more sophisticated manner.</p> <ul style="list-style-type: none"> <li>• Networks serving different functions are established with external bodies like tertiary institutes, professional associations and charitable organizations.</li> <li>• Resources from the government, parents, alumni and external bodies (e.g. ECF) are deployed in accordance with the school development plans.</li> </ul>	
3. Curriculum and Assessment	<ul style="list-style-type: none"> <li>• Our school curriculum is well-balanced and designed in line with the school's mission of offering students holistic education and facilitating life-long learning, and also with students' need.</li> <li>• The NSS curriculum framework has been revised regularly and the arrangement of SBA has been smoothly launched.</li> <li>• The program plans of all subject departments are closely aligned with the school's major concerns.</li> <li>• A mechanism is in place to analyse students' performance after each summative assessment and the data collected is used to devise measures to enhance students' learning effectiveness and to offer them with appropriate supports.</li> <li>• Self assessment and peer assessment are integrated into classroom learning and students' learning outcomes are evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>• To equip students with effective study skills, more school-based or subject-based programmes can be offered to junior formers.</li> <li>• Further enhancement on self assessment and peer learning will be pursued.</li> <li>• There should be more graded assignments for the needy students and challenging tasks for the able ones in stretching their potentials in classroom learning.</li> <li>• The professional development on the use of e-learning to cater for diverse learning needs.</li> </ul>
4. Student Learning and Teaching	<ul style="list-style-type: none"> <li>• Our students are confident learners. A majority of them have a good mastery of communication skills and are fluent in both English and Chinese. They are attentive in lessons and are eager to learn.</li> <li>• There is a higher rate of student participation in various activities and programmes as compared with the previous school development cycle. Thus, their other learning experiences have been further enhanced.</li> <li>• Teachers can master and demonstrate a variety of metacognitive skills in lessons and are accustomed to using questioning skills effectively to check on students' understanding and progress.</li> <li>• Peer observation and collaborative lesson preparation are practiced to facilitate sharing of good practices among teachers of different subjects/KLAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students seldom take initiative to ask and answer teachers' questions in class. More measures to goad them into taking up their self-ownership in learning will further enhance their learning capacity.</li> <li>• There is still room to strengthen students' public speaking, debate and presentation skills.</li> <li>• Inadequate address to diverse learning needs of students can be perfected through further curriculum tailoring, assessment adaptation and variation.</li> <li>• More teachers serving as setters, markers or oral examiners in the HKDSE Examination will raise the awareness of the teachers to the latest requirements of assessments in the public examination.</li> <li>• More collaboration and professional sharing among teachers will further uplift the</li> </ul>

		<p>teaching quality.</p> <ul style="list-style-type: none"> <li>• Teachers can further strengthen their knowledge and skills in identifying and handling both gifted learners and SEN students in catering for their needs.</li> </ul>
5. Student Support	<ul style="list-style-type: none"> <li>• Good communication with our primary school provides a better picture for implementing appropriate supporting services for our F.1 students.</li> <li>• Good use of resources provided by EDB, NGOs, alumni, parents etc. facilitates various kinds of developmental, careers, preventive and remedial counselling services.</li> <li>• Effective collaboration among various committees provides students with a wide range of supporting services and enrichment programmes to support their personal development, widen their exposure and raise their global awareness.</li> <li>• Appropriate and timely support is provided for SEN students.</li> <li>• Ample opportunities for students to take up leadership roles in school events and to foster their leadership qualities are allowed.</li> <li>• Quality staff development programmes to equip teachers with the skills to support students' personal growth are organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual trust between parents and school has to be strengthened for early identification of SEN students.</li> <li>• Assistance has to be rendered for students to better control their emotion, to exercise time and stress management for building personal resilience.</li> <li>• More opportunities are provided to students to nurture them as Learning Experience Designers (LED), to facilitate their deep reflection and to improve their application capabilities.</li> </ul>
6. Partnership	<ul style="list-style-type: none"> <li>• The College is keen on developing closer ties with parents and alumni through the PTA, Cultural Exchange &amp; Alumni Affairs Committee, and Publicity &amp; Public Relations Committee.</li> <li>• Parents are informed of school policies via the school homepage, "Message from the Principal", Student &amp; Parent Handbook and the newly-published PTA Newsletter. They are supportive to the College through their participating in school functions (e.g. Annual Athletics Meets, Homecoming Day), serving as volunteers (e.g. Chinese Valentine Day, Fun Days), organizing fund-raising programmes (e.g. Casual Wear Day) and sponsoring scholarships and school activities (e.g. Green Education, service tours).</li> <li>• Alumni have been actively engaging in and supporting various activities and programmes of the school. They serve as speakers in talks &amp; assemblies, adjudicators in inter-class or inter-house competitions, mentors of High Flyers Scheme and guest-of-honour of school functions like Speech Day, High Table Dinner. They sponsor scholarships and help organizing school activities like the Annual Music Festival and The Wave 2014 (band show).</li> <li>• Exchange programmes creating mutual bonding with other schools have further enhanced teaching effectiveness through exchanging pedagogies among</li> </ul>	/

	<p>teachers.</p> <ul style="list-style-type: none"> <li>• Links with external organizations such as CUHK, JA Company, Company Programme, YMCA, AFS etc. provide students with extended learning opportunities and teachers with professional skills.</li> <li>• Relationships with neighboring churches help nurturing students' and staff's spiritual growth and strengthening the religious atmosphere on campus.</li> </ul>	
7. Attitude and Behavior	<ul style="list-style-type: none"> <li>• Students are amiable, well-behaved and have a strong sense of belonging to the school.</li> <li>• Students are respectful and able to maintain good relationships with their teachers and peers.</li> <li>• Students are caring and willing to serve others.</li> <li>• Most students enjoy their school life with plenty of successful experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• To consolidate students' civic-mindedness and to cultivate students' positive outlook on life, related talks and workshops will be organized in the coming years.</li> </ul>
8. Participation and Achievement	<ul style="list-style-type: none"> <li>• A wide range of co-curricular activities is provided for students to enhance their other learning experiences (OLE).</li> <li>• Different types of exchange programs are organized to widen students' horizon each year.</li> <li>• Well-developed school-based community service programmes are organized to cultivate students' civic-mindedness and serving spirit.</li> <li>• There are ample opportunities for students to join external activities and so uplift their capabilities for further development.</li> </ul>	<p>The followings should be taken into consideration when organizing co-curricular activities:</p> <ul style="list-style-type: none"> <li>• avoid clashing with the normal schedule of activities.</li> <li>• increase the number of students taking up leadership roles.</li> <li>• help students understand the importance of OLE in their personal development</li> <li>• mobilize students to be more self-motivating in joining and organizing for activities.</li> </ul>

## SWOT Analysis

### Our Strengths

#### Teachers

- Our teachers care about their students.
- They are serious in their teaching, full of enthusiasm and vigour, easy to get along with, and sincere in their mission to foster useful members for society.
- They are provided with sufficient support and encouragement from school administration.
- The cordial relationship among them not only eases part of the stress, but also enhances cooperation.

#### Students

- To widen students' horizon and to facilitate an all-round education in them, we encourage them to participate in a diverse variety of co-curricular activities.
- Our students respect their teachers and are able to maintain friendly peer relationships.
- Majority of students are nurtured with a strong sense of belonging through their formative years from kindergarten to the completion of high school.

#### School

- Both teachers and students are aware of the school's expectations on students' performance in discipline and academics.
- To promote concern for school affairs among different stakeholders, we regularly publicize important events and latest moves of the school.
- The comprehensive facilities and ambience of the school create an excellent environment for both teaching and learning.

### Our Weaknesses

- There is still room for our students to improve their motivation in learning and self-control over emotions.
- Students are passive in answering questions and seldom take initiatives in asking questions for clarification. They prefer to seek help from peers.
- Self-reflection and peer-assessment would be further promoted to enhance reflective thinking and collaborative learning in students.
- More regular experience sharing and discussions among panel members would be provided for fostering greater collaboration among teachers.
- The declining morale in teachers is due to the unbearable heavy non-teaching workload, causing them stress.

### Our Opportunities

- With our track record of providing students quality education, we are more than capable of maintaining our popularity among parents of Munsang College Primary School and also other primary schools in Hong Kong.

### Our Threats

- The decadent and demoralizing trend in our society is undermining moral values and adversely affecting young people's attitudes.
- Some students promoted from Munsang College Primary School have become too used to the school environment. The almost-smooth transition to the College makes them less inclined to treasure the opportunity of receiving education and so they may not be able to realize that they could further develop their potential in both the academic and non-academic aspects.



### School Development Plan (2014/15 – 2016/17)

Major Concerns	Targets	Strategies	Time Scale		
			14/15	15/16	16/17
1. Enhancing Learning and Teaching Effectiveness	Catering for learners' diversity	Adopting differentiated instruction and tiered assignments to cater for students' diverse learning needs; Using e-learning to cater for students' different learning styles		✓	✓
	Effective use of assessment	Using assessment to <ul style="list-style-type: none"> <li>– support and extend students' learning</li> <li>– help students' self-reflection and self-monitoring</li> <li>– facilitate teachers to make adjustment to their teaching strategies (e.g. S-Mark, MC Item Analysis)</li> </ul>	✓	✓	✓
	Use of effective study skills	Cultivating students' note-taking skills and memory skills through school-based or subject-based programmes (e.g. F.1 Bridging Programme)	✓	✓	✓
2. Building learning communities (a) Strategies for students (b) Professional development for teachers	Enabling students to learn from their peers and to share good practices	Reflective Story-telling	✓	✓	✓
	Providing a platform for high achievers to learn from their peers, teachers and alumni	High Flyer Scheme	✓	✓	✓
	Facilitating students' reflection skill in running OLE activities	Workshop and learning symposium in Student-LED project; Student-Teacher Tournament; F.5 Service Day; Fun Day	✓	✓	✓
	Inculcating a sharing culture; managing and sharing learning and teaching resources	Sharing effective practices in subject panel meetings and staff meetings; Knowledge sharing platforms	✓	✓	✓
	Enhancing teachers' communication and collaboration among different committees and departments	Peer observation Collaborative lesson preparation Curriculum mapping	✓	✓	✓
	Providing chances of experience sharing on teaching and curriculum planning	Networking schools Teaching interflow (with other schools)	✓	✓	✓
	Equipping teachers with various teaching strategies to cater for learners' diversity and cultivate self-directed learning	Whole-school approach to catering for learners' diversity and cultivating self-directed learning	✓	✓	