

Munsang College

School Development Plan 2005/2006 to 2007/2008

Our Strengths

- Our teachers care about their students, 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.
- To widen students' horizon and to facilitate them to attain an all-round education, we provide students with and encourage them to participate in a diverse variety of extra-curricular activities.
- Our students respect their teachers and are able to maintain friendly peer relationships.
- Most of the students progress from the Kindergarten or Primary Section to the Secondary Section of the College. This helps instill in them a strong sense of belonging.
- Both teachers and students are aware of the College's expectations on students' discipline.
- To promote concern for school affairs among different stakeholders, we regularly publicize important events and latest moves of the College.
- The comprehensive facilities and ambience of the College create an excellent environment for both teaching and learning.

Our Weaknesses

- There is still room for our students to improve their classroom discipline, learning motivation and self-control over emotions.
- Our teachers' non-teaching workload is getting unbearably heavy and so is their stress. This inevitably erodes morale.
- Professional training for teachers needs to be further strengthened.

Our Opportunities

- We are blessed with a Chaplain to coordinate and supervise the religious activities of all the three sections of the College, including the teaching of Biblical Knowledge and the pastoral care of staff and students. This helps strengthening Christian spirit the school campus.
- With the assurance of quality education provided to our students and the EMI status granted by the EMB, we are more than capable of maintaining our popularity among parents of the Primary Section of the College 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.
- Most students promoted from the Primary Section of the College have become too used to the school environment. The almost-smooth transition from the Primary to the Secondary Section makes them less inclined to treasure the opportunity of receiving education in the Secondary Section and so they may not be able to realize that they could further develop their potentials in both the academic and non-academic aspects.

Major Concerns	Intended Outcomes/Targets	Strategies
2005/2006		
Punctuality	<p>Students being able to be punctual in</p> <ul style="list-style-type: none"> ● attending school and classes ● submitting letters of absence ● submitting reply slips ● submitting assignments 	<p>Computerized system</p> <ul style="list-style-type: none"> ● Use a new e-system for taking roll-call in classrooms and keeping records of late submission of reply slips ● Give black-mark punishment automatically for late submission of letters of absence ● Process and analyze the lateness records with the “Merit and Demerit System”, and provide reports <p>Detention classes</p> <ul style="list-style-type: none"> ● Hold lunch detention classes for daily latecomers ● Hold after-school detention classes for late submission of assignments <p>Monitoring students’ punctuality</p> <p>Provide regular reports on students’ punctuality for follow-up actions</p> <p>Update the “Merit and Demerit Records Management System” regularly</p> <p>Discuss monthly reports on late submission of assignments in subject meetings</p>
Classroom Discipline	<ul style="list-style-type: none"> • A discipline atmosphere in campus being created with classrooms having care, motivation and mutual respect. • Students being able to be self-disciplined and to acquire self-management skills 	<p>Rules / expectations for students</p> <ul style="list-style-type: none"> ● Lay down a set of rules / expectations for students regarding classroom discipline on different stages of a daily class routine ● Inform students and teachers of these rules / expectations <p>Classroom instructions for teachers</p> <ul style="list-style-type: none"> ● Prepare a set of classroom instructions for teachers on different stages of a daily class routine ● Inform teachers of the list

		<p>Whole school approach</p> <ul style="list-style-type: none"> ● Encourage students to live up to the expectations, exhibit self-discipline and show respect for others ● Promote classroom cleanliness, tidiness and instill a sense of belonging and responsibility in students <p>Adopt a whole-school approach to</p> <ul style="list-style-type: none"> ● Create a disciplined classroom atmosphere ● Motivate students, janitors and teachers to promote and monitor classroom discipline
<p>Cultivation of a Good Reading Habit</p>	<ul style="list-style-type: none"> • A positive reading atmosphere being created in campus • Students being able to have a good reading habit 	<p>Morning <i>DEAR</i> Session (Drop Everything And Read)</p> <ul style="list-style-type: none"> ● Encourage students to read at the same time ● Decide the quantity and finalize the booklist ● Require F.1-F.3 students to read a targeted number of books (17 in total) as follows: Chinese / CERS (4), English / ERS (4), Humanities (3), Science and IT (3), Others (3) ● Require students to register the particulars of books they have read in the e-class <p>Students' reading habits analysis</p> <p>Hall of Fame: The Avid Readers (By Class, F.1-F.3)</p> <p>School Library System (SLS) in the e-class</p> <ul style="list-style-type: none"> ● Instruct students how to renew or reserve books through SLS ● Post notices on the board outside the library to inform students concerned of the pickup deadline <p>Recommended book list suggested by the principal, teachers, celebrities and students (who will post their reflections on the notice board)</p> <p>Talks by authors / celebrities</p> <p>Participation in 'Annual Hong Kong Book Fair'</p> <p>Book Exhibitions</p> <ul style="list-style-type: none"> ● Organize exhibitions of newly purchased books ● Co-organize exhibitions of books of a designated category with various departments

		<p>Book Fairs</p> <ul style="list-style-type: none"> ● Co-organize Book Fairs with subject departments and book companies <p>Hall of Fame: The Avid Readers</p> <ul style="list-style-type: none"> ● Reward those who have good reading records ● Improve students' interest in reading <p>Participation in World Book Day (26 April 2006)</p> <ul style="list-style-type: none"> ● Drop everything and read at a designated time
2006/2007		
Moral and Civic Education	<p>Students being able to</p> <ul style="list-style-type: none"> • acquire information on social services • participate in social services • care for people around 	<p>Extracurricular Activity Committee</p> <p>Social Service Award Scheme</p> <ul style="list-style-type: none"> ● Encourage students to participate in social services ● Record book for registering no. of service hours and merits awarded <p>Slogan Design Competition</p> <p>Badge Design and Making</p> <p>Morning assembly talks</p>
	<ul style="list-style-type: none"> • reflect on the meanings of perseverance, sense of responsibility and respect for others 	<p>Chinese Department</p> <p>Essay competition on moral and civic education</p> <p>Reading: collection of essays on moral and civic education</p>
	<ul style="list-style-type: none"> • understand the constituents of moral and civic education • develop moral courage and responsibility 	<p>Biblical Knowledge Department</p> <p>Drama on Radio Competition – The Unsung Hero</p> <p>Card Design Competition – A message of Love and Care</p>
		Whole-school

	<ul style="list-style-type: none"> • develop national identity and their sense of belonging to the country • enhance their national awareness 	<p>National flag and anthem exhibition</p> <p>National Flag Raising Ceremony</p> <p>Chinese History Department Discussion of historical figures and events in class</p> <p>Liberal Studies Department Chinese-featured Museum Design</p> <p>“I am proud to be Chinese”</p> <p>“Development of alternative energy in China and Hong Kong”</p>
	<ul style="list-style-type: none"> • enhance social skills • improve moral competence • strengthen their solidarity 	<p>Counselling Committee P.A.T.H. S.</p> <p>Day camp for “Empowerment to Lead a Good Life”</p> <p>“Sister School Scheme” by Lion Club</p> <p>Inter-class Display Board Design Competition</p> <p>Harmonious School Scheme – Mutual Respect Week</p> <p>Peer Counsellor Scheme</p> <p>Power Box</p>
	<p>Parents being able to</p> <ul style="list-style-type: none"> • promote moral and civic education to their children • set role models 	<p>PTA PTA newsletters and eClass</p> <p>Participation in voluntary work, e.g. fund-raising activities</p>
<p>2007/2008</p>		

<p>Self-directed Learning</p>	<p>Through the implementation of Self-directed Learning, students are able to:</p> <ul style="list-style-type: none"> - Have a general understanding of Self-directed Learning - Be inspired to engage in Self-directed Learning - Know how to set their learning goal and work towards it - Reflect on their learning strategies/goals - Identify some of their strengths and weaknesses in learning through reflection - Engage in pre-lesson preparation activities <p>Through the participation in the training programme on “Metacognition in Learning and Teaching”, teachers are able to:</p> <ul style="list-style-type: none"> - Have a better understanding of how Metacognition can be implemented - Have more confidence in applying the Metacognitive skills / techniques in teaching 	<p><u>Cultivation of students’ awareness of the need for Self-directed Learning</u></p> <ul style="list-style-type: none"> - The following theme talks will be organized to arouse students’ awareness of the importance of Self-directed Learning: <ul style="list-style-type: none"> ● Self-directed Learning ● Goal setting skills ● Use of library and IT resources for Self-directed Learning ● Sharing of Self-directed Learning experiences - The following training programmes will be arranged in collaboration with an external organization to equip students with the skills for engaging themselves in Self-directed Learning: <ul style="list-style-type: none"> ● F.4 Effective Study Skills Workshops ● F.6 Applied Strategic Thinking Workshops <p><u>Goal setting and reflection</u></p> <ul style="list-style-type: none"> - To provide students with opportunities to practice self-management in the learning process, they are required to set a realistic learning goal in each term by completing an action plan, and to work towards it with the assistance of their class teachers. - Students have to reflect on their action plans and revise their goals if necessary. <p><u>Cultivation of students’ Self-directed Learning habit through pre-lesson preparation</u></p> <ul style="list-style-type: none"> - Each subject incorporates pre-lesson preparation strategy into the curriculum. - The strategy adopted will help students develop independent learning and higher order thinking skills. <p><u>Teachers’ professional development</u></p> <ul style="list-style-type: none"> - Teachers participate in the training programme on “Metacognition in Learning and Teaching” co-organized with the CUHK. - Application of the Metacognitive skills / techniques could help engage students in Self-directed Learning.
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