

Munsang College

School Development Plan 2008/2009 to 2010/2011

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
		08/09	09/10	10/11	
2007/2008					
Self-directed Learning	<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>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>			<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

Major Concerns	Intended Outcomes/Targets				Strategies
		08/09	09/10	10/11	

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 <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 (focus: questioning techniques) 	*	*	*	<ul style="list-style-type: none"> ● Assist students to set learning goals and to work towards the goals ● Enhance students' self-directed learning ability with the focus on pre-lesson preparation ● Promote students' metacognitive skills through teacher modeling ● Enhance 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				Strategies
		08/09	09/10	10/11	

2009/2010					
Smooth Implementation of NSS	<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 	<p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<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 <ul style="list-style-type: none"> - 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				Strategies
		08/09	09/10	10/11	
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>			<p>*</p> <p>*</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>			<p>*</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