

Munsang College

School Development Plan 2011/2012 to 2013/2014

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 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.

School

- 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 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.

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 our track record of providing teenagers with quality education, 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.
- Some 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	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 <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

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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

Major Concerns	Intended Outcomes/Targets	11/12	12/13	13/14	Strategies
2011/2012					
Green School	In school, through the formal and informal curriculum, as well as the strategy on resources deployment, students could be educated and challenged to think holistically and critically about global environmental issues, and work actively and positively for the possible solutions within the school context.	*	*	*	<ul style="list-style-type: none"> ● Cultivating among the stakeholders an awareness of the 4 principles of waste reduction, i.e. reduce, reuse, recycle, replace ● Optimizing the infrastructure of the school to facilitate the implementation of the 4 principles ● Implementing the 4 principles of waste reduction in the learning and teaching activities and school administration
2012/2013					
Green Life	Students, staff and parents could further be enlightened to think holistically and critically about global environmental issues, and work actively and positively for the possible solutions beyond school context.		*	*	<ul style="list-style-type: none"> ● Encouraging stakeholders to make changes in their daily lives and adopt a cleaner and greener lifestyle to improve the condition of the environment ● Promoting proper use of personal belongings and school resources to avoid unnecessary waste ● Organizing workshops for promoting green life, e.g. soap-making, production of recycled paper, etc. ● Providing green tips via the School Homepage

Major Concerns	Intended Outcomes/Targets	11/12	12/13	13/14	Strategies
2013/2014					
Green Community	Students, together with the school, could engage the community in our green programmes and proactively raise environmental awareness among the public		* (in a smaller scale)	*	<ul style="list-style-type: none"> ● Promoting healthy, eco-friendly and sustainable life style to people of the community ● Instilling in the stakeholders a commitment to the environment and social responsibility through activities organized and interaction with the community ● Organizing green programmes in the Centre for the Advancement of Renewable Energy (CARE) and Roof Gardens for students, parents and the public