



Our Mission

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.

Our Goals

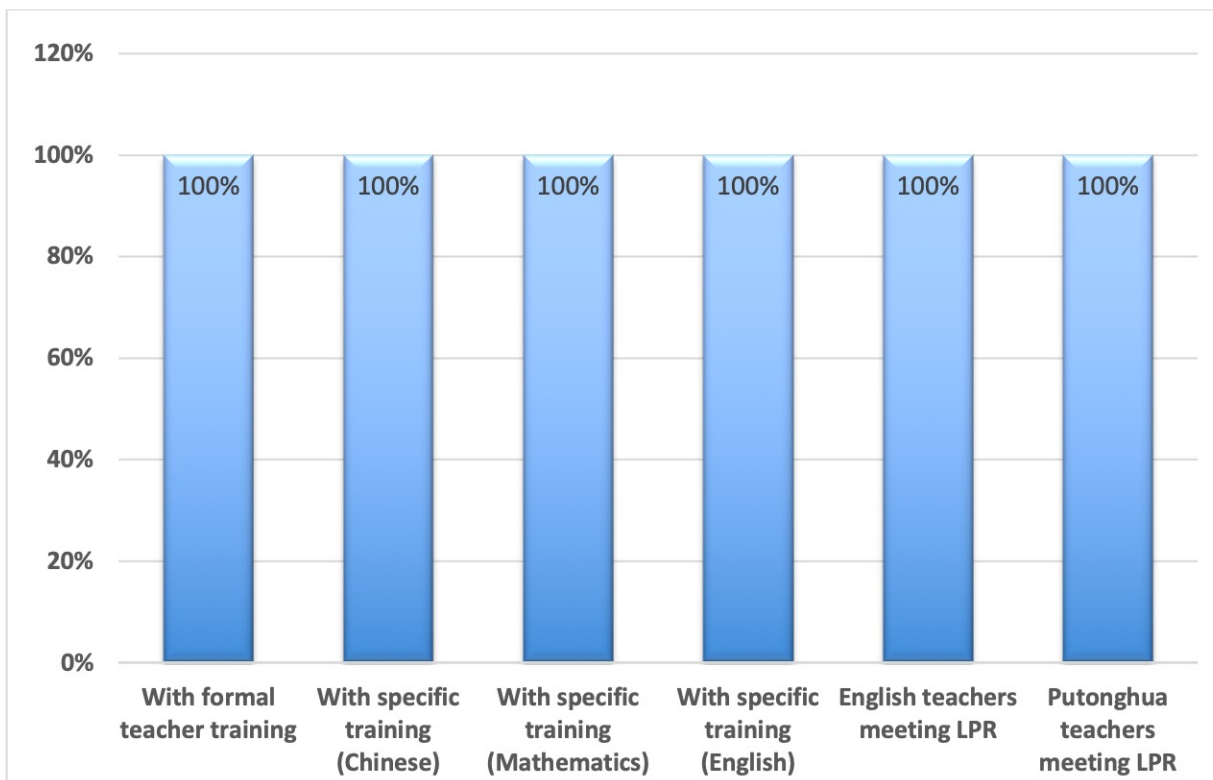
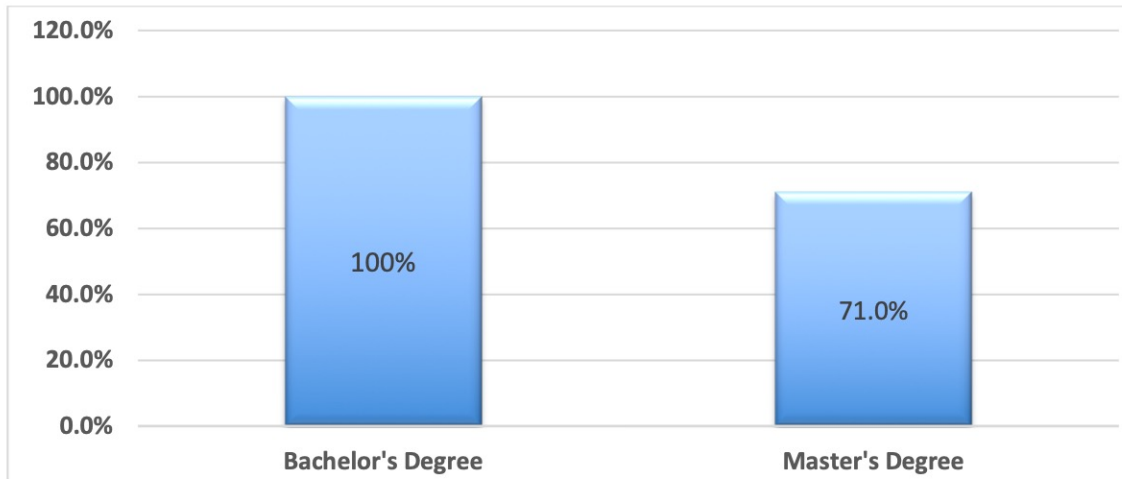
We strive to develop students’ potential to the full, to encourage students to read extensively, to foster good use of information technology in learning, and to encourage students to demonstrate exemplary conduct. We also target at cultivating students’ creativity and enhancing their language proficiency. We provide multifarious co-curricular activities to help students develop healthy interests as well as cultural and sporting pursuits. We aim at nurturing our students to be confident and well-equipped for the future.

School Information

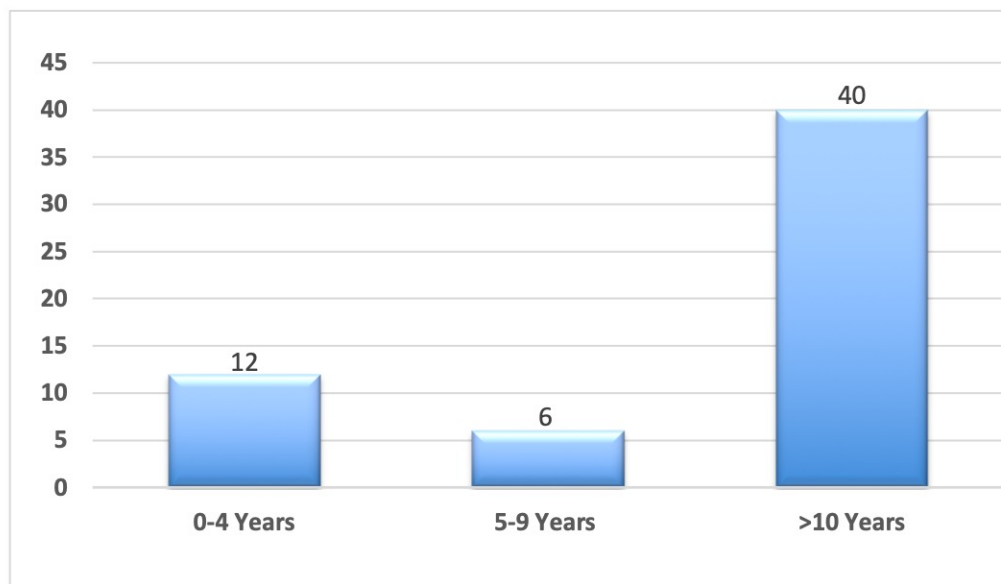
(a) School facilities

Our school covers a total area of approximately 7000 square metres, with 34 standard classrooms, two remedial classrooms, a music room, a visual arts room, a geography room, five science laboratories, an iMac laboratory, a STEM Lab, a school library, a Christian place, a staff resources library, a PTA activity centre, an English activity centre, a Mathematics activity centre, a student activity centre, a Student Association Room and a school hall. All rooms are air-conditioned and well-equipped.

(b) Teachers' Qualifications



(c) Teachers' Experience



(d) Professional Development of Teaching Staff

Principal's Time Spent on Continuing Professional Development	206.5 hours
Teachers' Average Time Spent on Continuing Professional Development	74 hours

Professional development programmes organised for staff:

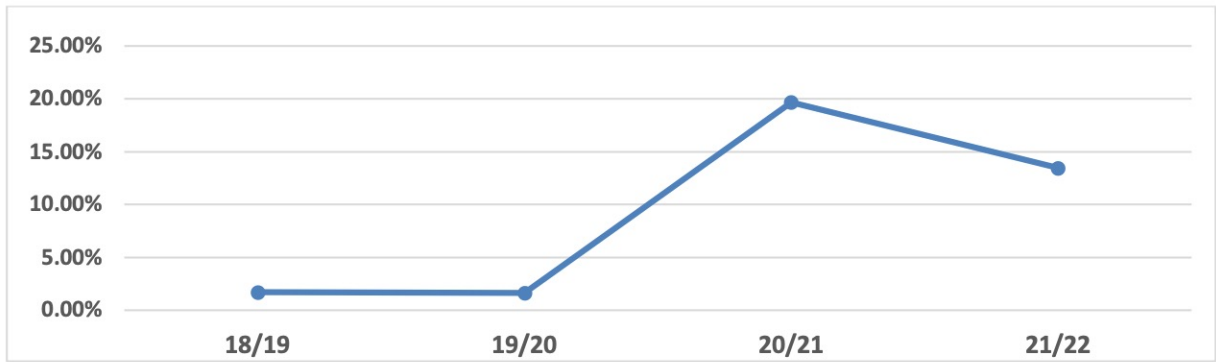
A series of school-based professional development programmes on Positive Psychology and e-learning were organised although some of them were conducted in online mode.

In particular, Mr. Remus Kwok from City University Positive Education Laboratory, continued his series of sharing on Positive Thinking on 3 September 2021 and 28 January 2022. The themes of his sharing were 正向關係 Positive Relationships and 如何協助學生從挫折邁向成功. Just like Mr. Kwok's talk in the past, teachers were enlightened by him through his sharing. EDB Educational Psychologist, Ms. Karen Lai, also gave her sharing with the topic "Supporting Students' Mental Well-being: Prevention, Identification & Intervention (Whole-school Approach)" to teachers on 12 May 2022.

The IT in Education Section of EDB (教育局資訊科技教育組) was invited to have sharing with the topic "透過運用電子學習工具以改良學與教效能" to teachers on 28 January 2022. Teachers were grouped into different Key Learning Areas (KLAs). Useful experiences and ideas on e-learning of different KLAs were shared. Our in-house sharing on Project Zero was also held on 28 August 2002.

Moreover, a professional development workshop on National Security Education was held on 13 August 2022. The seminar was presented by Mr. Lester Garson Huang 黃嘉純律師, Solicitor from P.C. Woo & Co. (胡百全律師行). Teachers learned more knowledge on the laws related to National Security, National Song, National Flag and other issues related to National Education.

(e) Teachers' Turnover Rate

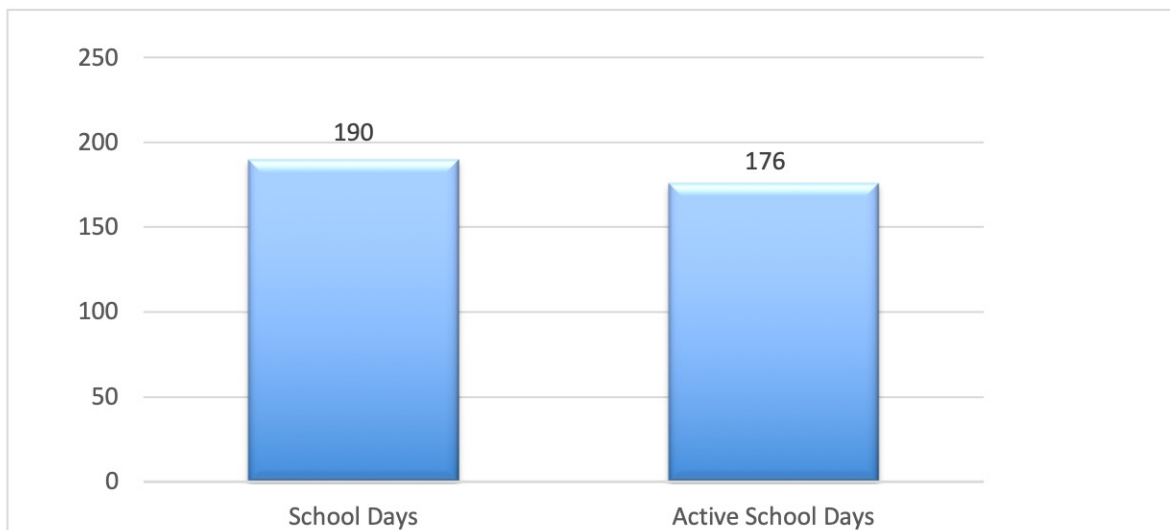


(f) Class Structure

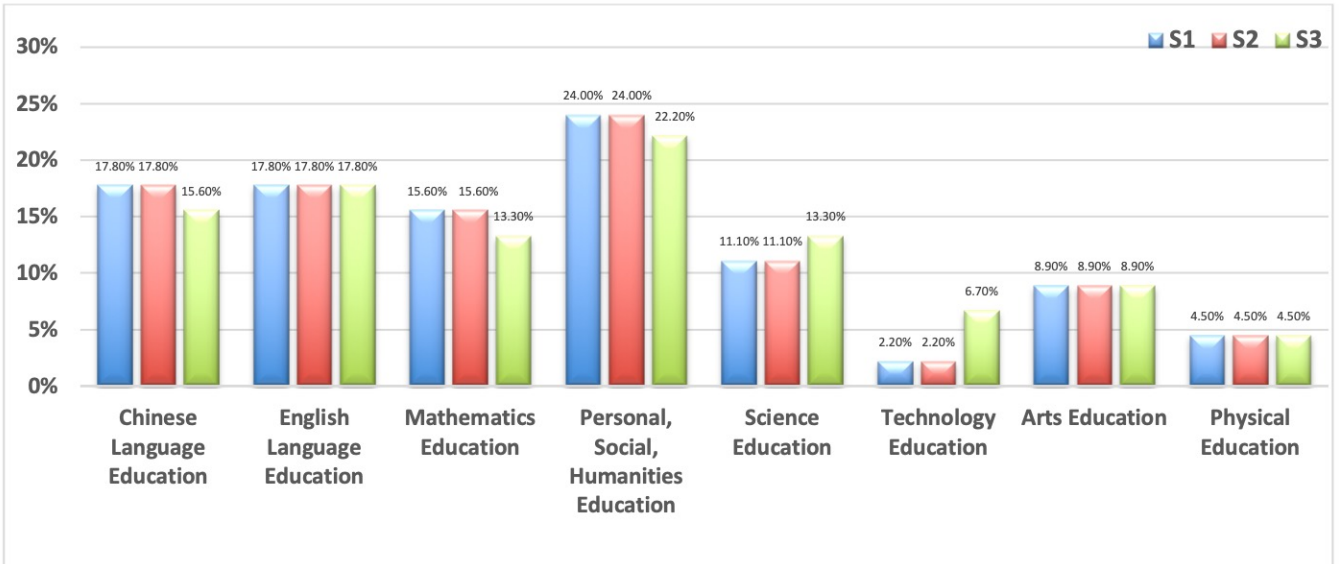
	S1	S2	S3
No. of Classes	5	4	5
No. of Students	156	123	139

	S4		S5		S6	
Curriculum	4 + 3X	4 + 2X	4 + 3X	4 + 1X	4 + 2X	4 + 3X
No. of Students	119	1	140	4	61	35

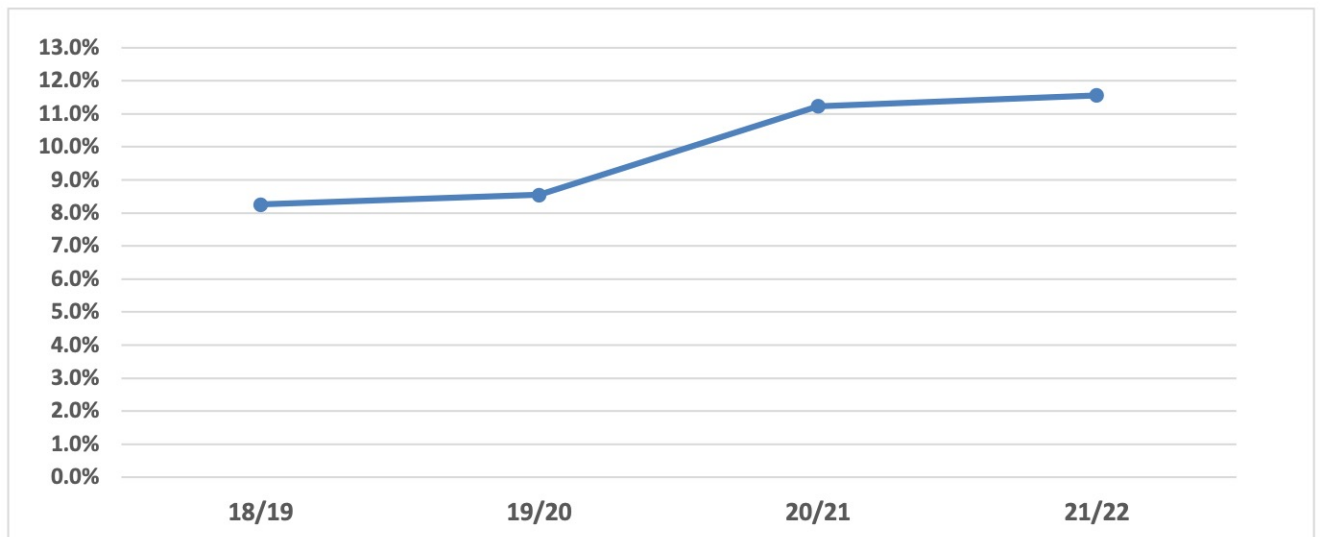
(g) Number of School Days and Active School Days



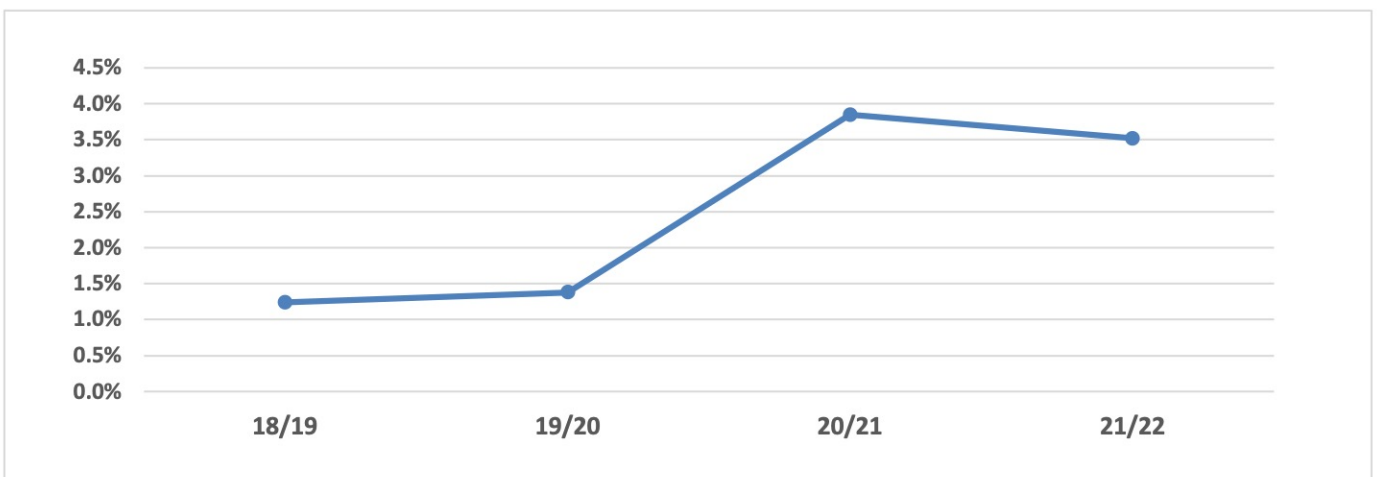
(h) S1 – S3 Lesson Time for the Eight Key Learning Areas



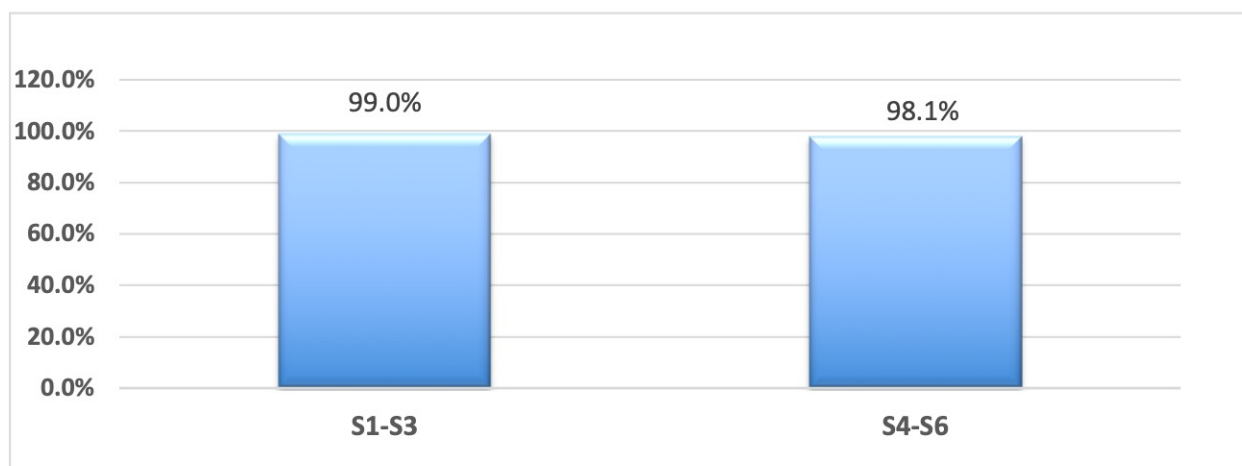
(i) The Percentage of Unfilled Student Places



(j) The Percentage of Students Leaving School



(k) Students' Attendance Rate



Students' Performance

(a) Hong Kong Diploma of Secondary Education Examination Results 2022

Number of candidates: 137

Total number of Level 4+ attained: 501 (60.7%)

Total number of Level 5+ attained: 175 (21.5%)

Number of candidates with at least 1 Level 5**: 14

Our students achieved a higher % of Level 5+ compared with Hong Kong day-school candidates in 15 out of 17 subjects.

Category A Subjects	Percentage of Level 4+	
	IMSC	Day School Candidates
English Language	56.2%	27.4%
中國語文	44.5%	31.8%
Mathematics Compulsory Part	71.5%	39.0%
通識教育	59.6%	36.4%
Biology	63.4%	45.4%
Business, Accounting & Financial Studies	81.4%	43.8%
Chemistry	64.1%	52.4%
中國歷史	62.5%	37.9%
中國文學	42.9%	36.0%
Economics	74.2%	46.0%
Geography	31.6%	37.3%
History	71.4%	46.7%
Information and Communication Technology	76.9%	29.0%
Mathematics (Module 1)	100%	53.1%
Mathematics (Module 2)	92.0%	58.3%
Physics	67.4%	49.8%
視覺藝術	33.3%	23.5%

Category C Subject	A		B or above	
	IMSC	Day School Candidates	IMSC	Day School Candidates
Japanese Language	60%	68.9%	100%	79.8%

(b) HKDSE Value-added Reports 2012 – 2022

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Best 5	5	6	6	6	6	6	5	5	5	6	7
Core 4	5	6	5	5	4	4	4	5	4	6	7
English Language	5	5	4	5	4	5	4	5	6	5	7
Chinese Language	5	6	5	3	6	3	3	4	3	5	6
Mathematics (Compulsory)	4	6	6	6	6	5	6	5	6	7	7
Liberal Studies	5	6	4	5	2	3	3	5	3	5	6
Chinese Literature	7	6	5	N.A.	N.A.	N.A.	5	N.A.	N.A.	2	N.A.
Chinese History	5	6	7	N.A.	6	5	4	5	6	N.A.	N.A.
Economics	3	5	4	5	6	6	7	3	8	5	6
Geography	6	6	7	6	6	7	3	N.A.	6	5	4
History	6	8	6	7	4	7	6	5	4	4	6
Biology	7	6	8	7	6	6	5	7	5	7	6
Chemistry	5	5	5	7	4	7	5	5	4	7	7
Physics	6	6	3	7	7	8	7	6	8	9	8
BAFS	9	9	8	9	9	9	9	9	9	9	8
ICT	-	-	-	-	-	-	-	-	-	-	8

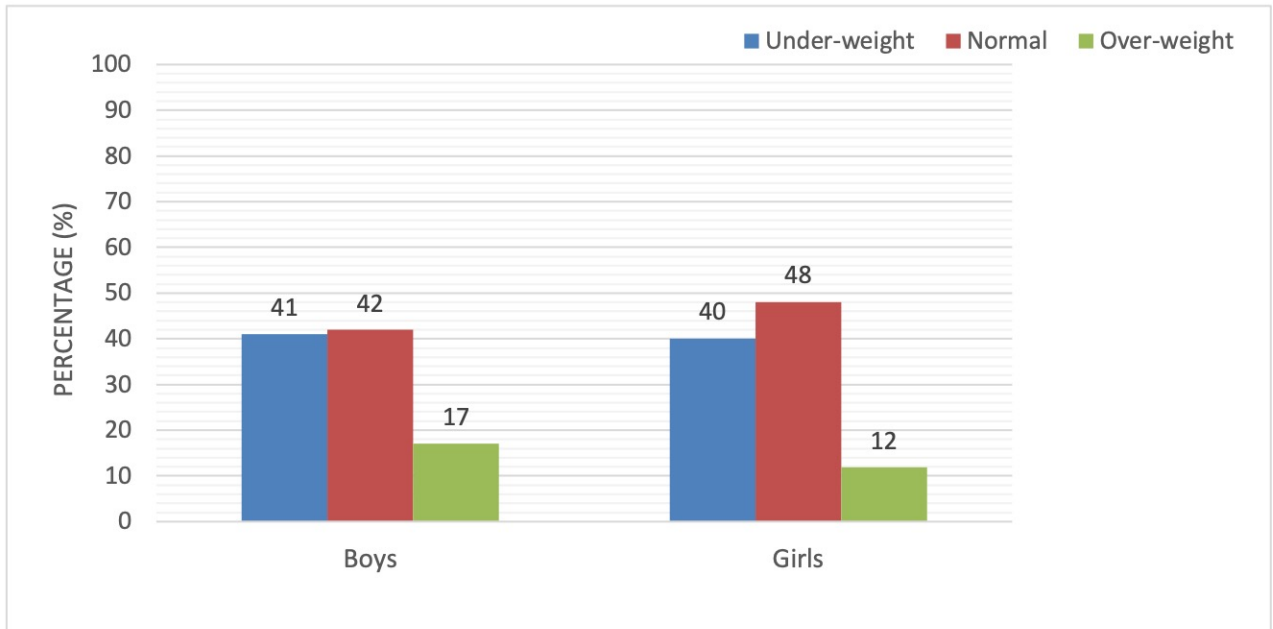
(c) Survey on Secondary 6 Graduates

Further studies in		Repeat S6		Overseas studies	Work	Others	Total
Degree courses admitted through JUPAS (including HKMU & SSSDP)	Non-government-funded degree courses / sub-degree courses	IMSC	Others				
111	19	0	0	6	0	1	137
130		0					

(d) Survey on Secondary 3 Graduates

- Total number of S3 students: 124
- Number of students admitted to S4 in IMSC: 113
- Number of students admitted to S4 in other schools: 2
- Number of students repeating S3 in IMSC: 3
- Number of students studying abroad: 5
- Number of students taking vocational courses: 1

(e) Body Weight Index of Students



(f) Co-curricular Activities

There were altogether 50 co-curricular activity groups providing a wide range of activities for students. The number of students participating in inter-school competitions, uniform groups and social service groups is summarized as follows. Yet, due to the pandemic, most of the events were cancelled.

Inter-school Sports Competitions	60
Hong Kong Schools Music Festival	46
Hong Kong Schools Speech Festival	20
Hong Kong Schools Drama Festival	20
Inter-school Debate Competitions	25
Girl Guides, Rangers & Scouts	70
St. John's Ambulance Cadets	20
Community Youth Club	30
Social Service Group	33
The Elder Academy Programme	110

(g) External Awards

Programmes	Responsible Group(s)	Awards / Certificates / Achievements / Results (if any)
Sports		
Inter-school Table-tennis Competition 2021-2022 (Division Three Girls Senior)	HONG KONG SCHOOLS SPORTS FEDERATION	<u>1st runner-up:</u> 4A Constance Mak Hin Wan, Fiona 4B Lee Kan Tung, 4C Candy Chan Nga Kei, 4E Joanna Fung Tsz Kei
Inter-School Swimming Competition 2021-2022 (Division Three)	HONG KONG SCHOOLS SPORTS FEDERATION	<u>3rd in 50m, 4th in 100m breaststroke:</u> 5A Michael Chan Kwong Wai <u>4th in 50m butterfly:</u> 5C Colin Chu Ki <u>4th in 50m freestyle:</u> 4A Kim Ng Yan Him <u>4th in Boy A Grade 4x50m freestyle relay:</u> 5C Michael Chu Chi King, 4A Kim Ng Yan Him, 5C Colin Chu Ki, 5A Michael Chan Kwong Wai, 6C Thomas Fok Siu Cheong, 6D Edison Lo Chung Yin <u>4th in Boy's A Grade Overall Champion</u>
A.S. Watson Group Hong Kong Student Sports Awards 2021-2022	A.S. Watson Group	4E Joanna Fung Tsz Kei
STEM		
Microsoft Office Specialist World Championship 2022	Microsoft	<u>World 3rd Place</u> in Microsoft Office 2019 5C Marco Wong Chun Yuen
Microsoft Office Specialist Championship 2022	AiTLE, Microsoft	<u>Gold Award:</u> 5C Marco Wong Chun Yuen, 3D Magnus Law Man Him, 6E Jimmy Hung Ka Hin <u>Silver Award:</u> 4A Cai Tin Chak, 5B Ngotsanthia Jirapan
Cisco Networking Skill Competition	Cisco Hong Kong	<u>Gold Award:</u> 5C Peter Zeng Chun Kit
機械人創科挑戰盃初賽	Hong Kong Wireless Technology Industry Association	<u>Merit Award:</u> 3B Henry Lau Lok Hang, 3B Rivka Au Yeung I Man, 3B Jorita Yeong Tsz Lam, 3B Charlize Lam Shue Kwan
Academic Awards		
Chemists Online Self-study Award Scheme 2021-2022	Hong Kong Virtual University, EDB	<u>Diamond Award:</u> 6B Kingsley Ho Chun Ngai, 6D Jeff Chan Man Hon, 6D Gordan Chan Ming Kei, 6D Leo Wai Man Cheung, 6E Isabella Shek Ching Yee, 6E Kristopher Lau Cho Hei, 6E Sunny Tin Yu San
國際數學奧林匹克 – 香港選拔賽初賽 2022	教育局 香港資優教育學苑	<u>Bronze Award:</u> 3D Charles Man Chun Hin

《一帶一路·與我何干》綜合能力比賽 2022	香港專業及資深行政人員協會 新界社團聯會 新界青年聯會	校際高中組二等獎-絲路獎 5B Ronald Chan Yu Fei, 5D Oscar Chen Pang Yu, 5D Alan Lee Kwun Ping
《百年歷史 當代中國》中小學歷史文章閱讀徵文比賽頒獎禮	《知識》雜誌和國史教育中心(香港)	4D Kary Lee Ka Wai
Others		
Joint Schools Music Competition -- Symphony Orchestra Secondary Session	Joint Schools Music Association	Silver Award: School Orchestra
Joint Schools Music Competition -- Piano Solo Secondary Session (Intermediate)	Joint Schools Music Association	Gold Award: 1A Kinson Chong Shun Kit
Joint Schools Music Competition -- Piano Solo Secondary Session (Senior)	Joint Schools Music Association	Gold Award: 4C Karen Chong Ka Yan
第11屆小棋聖盃	中國香港棋院	圍棋中學A1組亞軍 2D Colman Law Ho Man
Scholarship		
Applied Learning Scholarship 2020/21	Law's Charitable Foundation	6C William Wong Ka Kit, 6D Kenny Hsu Yee Hang
Link University Scholarship Year 1 University Studies 2021	The Hong Kong Council of Social Service	6A Sophie Shih Ching Yee
2021 Hong Kong Island Outstanding Student Award	Hong Kong Island School Heads Association	6E Jimmy Hung Ka Hin, 3D Magnus Law Man Him
The Most Outstanding Student Awards in Eastern District	Eastern District School Liaison Committee	3C Pius Cheung Wang To, 5C Lam Swing, 5D Max Lau Kwun Hin
2021 Elsie Tu Education Fund-Improvement Award	Elsie Tu Education Fund & New Youth Hong Kong	4C Ivan Wong Tsz Wang, 5B Ada Yeung Tsz Ling, 5D Hayley Cheng Hei Yi
2022 Harvard Book Prize	The Harvard Club of Hong Kong	5C Lam Swing, 5D Hayley Cheng Hei Yi
Sir Edward Youde Memorial Prizes 2021/22	Sir Edward Youde Memorial Fund Council	6E Jimmy Hung Ka Hin, 6E Tony Lam Hiu Fung
2022 Upward Mobility Scholarship 2022	The Hong Kong Council of Social Service	5B Ada Yeung Tsz Ling, 6A Cindy Lin Sze Ki, 6E Harvey Pun
Youth Arch Student Improvement Award 2021-22	Youth Arch Foundation	1A Ian Kwan Yuk Ho, 1B Xaey Luo Sin Yi, 1C Hailey So Hei Tung, 1D Lam Samantha Kary, 2A Cindy Zhuo Zhenru, 2B Alison Wong Hui Tung, 2C Garrick Chan Cheuk Nam, 2D Chan Charis, 2E Ryan Cheung Lok Hang, 3A Juno Wong Chun Ho, 3B Jorita Yeong Tsz Lam, 3C Kenny Sze Kam Chiu, 3D Rock Hui Lok Hei,

		4A Jasmine Ip Pui Ching, 4B Linda Lam Nga Ching, 4C Danny Sin Chun Ting, 4D Winnie Lo Shi Wing, 4E Queenie Hung Jia Qi, 5A Yannis Luk Kai Yan, 5B Abby Tsoi Ying Ying, 5C Patrick Wu Yangyuan, 5D Venisa Chan Cheuk Ting
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Brief Report on Major Concerns

1. To enhance learning effectiveness through e-learning

With the support from the STEM & IT Team, Google for Education or similar platforms for use by students and teachers were established. Each teacher was allocated an iPad for teaching. 82 iPads were arranged for students to use in class. Staff development programs were arranged, including subject-based pedagogical webinar supported by EDB Center of Excellence, and skill-based workshops such as iPad recording and 360-degree panoramic video. E-learning seminars and workshops organized by professional organizations such as AiTLE, Microsoft, Apple, etc. were also recommended to subject teachers for the needs of a wider spectrum of professionalism. They commented that these seminars and workshops were generally effective for enriching the knowledge in e-learning. The promotion of outside professional development programs was also very useful.

Google Classroom has been used as an official platform for e-learning in school. Students could download learning materials, submit assignments and read announcements via Google Classroom. It was commented that it could serve as a depository for revision and self-directed learning. During the pandemic, face-to-face lessons were suspended from time to time. It was important to have a learning routine so that students could continue their studies even with the suspension of school. Google Classroom helped the school in making it possible for students to continue submitting their work to teachers, and enabled teachers to return graded work and comments to students for further improvement. For Google Forms, teachers found it useful for checking students' general understanding on some of the topics. Students were required to input their answers for multiple-choice questions in textbooks and workbooks to Google Forms. Teachers analysed the statistical reports automatically generated by the Google Forms in order to identify students' misconceptions and learning difficulties. Teachers could then explain the difficult points and correct the wrong concepts as follow-up in lessons. While the Google Form is very effective for multiple choice questions, its use may be more limited for worksheets requiring students to express in steps and draw graphs. Students may not read the feedback indicated by the teachers when the homework is given in soft copy. For Google Docs, it was also a tool used by subject teachers to allow students to edit documents or presentation slides collaboratively. Students can develop new knowledge and collaboration skills through contributing their ideas and collaborating in groups. This could enhance their 21st century learning skills.

This year, the teaching was still in a combination of online and face-to-face modes. To conduct online lessons, e-platforms like Zoom were employed for teachers. It was commented that it was possible to have more eye contact with each other and students could discuss their problems with face-to-face learning, and thus a live interaction between students and teachers was promoted. With the introduction of "special holiday" in March and April, school was suspended. Students' learning, especially for senior form students, was highly concerned. Subject teachers found it helpful to have supplementary classes online, helping lower achievers to keep the learning atmosphere and catch up with the class.

With more e-learning elements introduced, students who did not have a computing device at home faced difficulties in coping with the new learning style. To support e-learning at home, we purchased 70 laptop computers funded by QEF E-learning Funding Programme, and lent them to students with financial needs. Students applied for borrowing a laptop home for having online lessons, accessing learning material online, and submitting assignments via Google Classroom. It was commented that the scheme could help parents to relieve their burden in buying gadgets for supporting the new learning mode.

This was the third year of having e-learning as one of our major concerns. Teachers accumulated more experience in trying various methods in their teaching. Teachers made use of different multi-media resources like PowerPoint presentations and videos in their online teaching, while attempts to apply the different apps such as Kahoot!, Instant Reply, Google Forms were also made during classes. Techniques of using Zoom, YouTube, Nearpod, Quizizz, online multimedia editor were enhanced as those were really helpful in online learning and teaching.

Language teachers made use of iPads for online news reading/ TV news in lessons to replace traditional newspaper reading, especially during the suspension of face-to-face lessons. With more iPads being purchased by the school, teachers are encouraged to make good use of iPads in lessons to cultivate students' habit of reading newspapers, especially when ordering of hard copies of newspapers is not done.

Using iPad for ECA enrolment was done and the response of the students and teachers was positive. The use of Google Forms was found to be effective in communication among the committee and their members. Some club members made use of the social media platforms like IG or Facebook for activities promotion. During school suspension period, some clubs held virtual meetings through Zoom and Google Meet.

E-learning will continue to be promoted in teaching and learning. More variety of e-learning tools will be applied to facilitate classroom teaching and learning at home. More e-learning experiences could be shared during lesson observations. The video clips related to e-learning will be stored for future reference.

2. To nurture students with positive thinking

Positive education was promoted through guidance programmes, staff training and parent talks. A total of 6 staff development sessions on positive thinking were held. Under the P.E.R.M.A.H model, the focus of 2021-22 was positive relationships. As such, In-House Team Building activities on understanding and appreciating teachers' character strengths as well as a Laser Tag Battle Team Building Activity had been organized. Other sessions included failure acceptance and positive emotions. Teacher participants generally evaluated the training sessions positively. They commented that these seminars and workshops were good opportunities for teaching staff to build a good rapport and acquire knowledge about positive education. Some teachers had expressed their interest in learning the P.E.P.M.A.H framework from a wider perspective as to how positive education can be applied to daily teaching practice.

4 talks on positive parenting and positive education had been organized throughout the whole year. More than 90% of the targeted participants attended the training sessions and activities offered. Participants were nurtured with positive thinking and positive feedback was received through survey results and questionnaires. They perceived the training sessions as good chances to learn more about mental health, stress management and positive parenting.

Creating a welcoming and positive school environment remained one of the emphases of the school. More visual cues with meaningful quotes had been placed on school campus. All classes were asked to

design the classroom bulletin board with positive messages. Besides, all Guidance Leaders were assigned to different S.1-2 classes to hold class-based activities such as birthday parties and peer tutoring sessions. S1-2 students generally responded positively to such arrangements as they had someone to hold onto when facing challenges. Appreciation cards were designed for Guidance Leaders to honour students who demonstrated the 24 character strengths. Locker tags were given to all students to display their character strengths and resolutions of the new academic year. It is hoped that Guidance Leaders can continue to play a positive role showing care for their fellows at school. Sharing of meaningful stories and positive messages will be done in the morning assemblies to further instil positive thinking into students' minds. With the successful implementation of positive education over the past three years in the S1-3 Life Education lessons, a more comprehensive Positive Education curriculum under the P.E.P.M.A.H framework will be devised in 2022-23.

Owing to the unexpected announcement of the special holiday, teachers were encouraged to take care of students' emotions through different means, such as sunshine call and sunshine Zoom. Students were asked to partake in the Gratitude Challenge and New Skill Challenge so that they could still have a purposeful long holiday despite being confined to the home environment. S1-2 students were invited to participate in the Class Song Competition, through which they could still build cohesiveness with one another and had some positive engagement over the special holiday. In the year of 2022-23, teachers' support will remain important for students' psychological well-being. Appreciation cards and stickers will be distributed to teachers to recognize students' strengths. Character formation and positive values will be further incorporated into the school curriculum.

In terms of academic support measures, students' learning progress had been closely monitored through regular tests and assessments, with those falling behind receiving assistance from different parties, such as the Peer Tutoring Scheme and graduates. Through different Guidance Programmes, students were encouraged to set realistic goals and find their own values. In the upcoming academic year, guidance programmes aiming at targeted groups, especially low achievers and repeaters, will continue to be conducted for students' self-actualization and academic support.

Students have been under a lot of strain due to the COVID-19 pandemic. Consequently, positive values, as well as psychological well-being, should be further promoted.

Munsang College (Hong Kong Island)
Academic Year 2021-2022
Financial Report as at 31.8.2022

	Income	Expenditure
Government Funds		
EOEBG		
Administration Grant	\$4,479,503.87	\$4,216,928.49
Baseline Reference	\$2,100,995.37	\$1,767,422.79
Air-conditioning Grant	\$707,828.00	\$489,309.83
Composite IT Grant	\$555,900.00	\$545,865.00
Capacity Enhancement	\$642,934.00	\$214,459.38
School-based Management Top-up Grant	\$50,702.00	\$0.00
School-based Speech Therapy Administration Recurrent Grant	\$8,112.00	\$5,420.00
Base School School-based Speech Therapy Administration Recurrent Grant	\$8,112.00	\$7,840.00
Sub-total	\$8,554,087.24	\$7,247,245.49
Other		
Teacher Relief Grant	\$2,575,623.30	\$2,309,623.84
Life-wide Learning Grant	\$1,302,037.00	\$1,587,326.86
SSCSG	\$898,800.00	\$819,462.88
School Executive Officer Grant	\$540,268.60	\$536,502.75
Information Technology Staffing Support Grant	\$321,796.00	\$327,596.50
Learning Support Grant	\$622,926.00	\$602,261.50
Promotion of Reading Grant	\$73,326.00	\$76,814.00
School-based After-school Learning and Support	\$113,400.00	\$43,800.00
Student Activities Support Grant	\$101,400.00	\$8,711.38
Diversity Learning Grant (Other Languages)	\$163,800.00	\$163,800.00
Diversity Learning Grant (Other Programmes)	\$35,000.00	\$19,200.00
Diversity Learning Grant (Applied Learning)	\$140,845.00	\$140,845.00
Grant for the Sister School Scheme	\$130,939.00	\$0.00
One-off School-based Speech Therapy Set-up Grant	\$20,281.00	\$698.00
Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	\$300,000.00	\$0.00
Teacher Training Grant	\$25,170.00	\$25,170.00
Substitute Teacher	\$0.00	\$0.00
Rent & Rates	\$760,052.00	\$760,052.00
Home-School Co-operation	\$25,780.00	\$23,055.00
Fringe Benefits for NET	\$191,751.49	\$191,751.49

Hong Kong School Drama Festival	\$3,600.00	\$2,768.30
Special Anti-epidemic Grant (2022)	\$37,500.00	\$35,051.80
Quality Education Fund E-Learning Funding Programme	\$272,880.00	\$272,880.00
Sixth Round of Anti-epidemic Fund "Cleansing and Security Services Provider Subsidy Scheme for Non-government Schools and Kindergartens"	\$100,000.00	\$100,000.00
Sub-total	\$8,757,175.39	\$8,047,371.30
Sub-total (Government Funds)	\$17,311,262.63	\$15,294,616.79
Non-government Funds		
Subscription Fund	\$1,364,117.06	\$1,271,657.01
Approved Collection for Specific Purposes	\$142,420.00	\$72,614.99
Special Scholarship	\$52,200.00	\$70,398.00
School Sponsoring Body Fund	\$926,651.72	\$926,651.72
Religious and Life Education	\$0.00	\$0.00
Sub-total (Non-government Funds)	\$2,485,388.78	\$2,341,321.72
Grand Total	\$19,796,651.41	\$17,635,938.51