

2016 ~ 2017 ANNUAL REPORT

年度報告

馬禮遜美國學校
MORRISON
ACADEMY
JOHN 8:32

*Journeying beyond
knowledge to wisdom*
始於知識，臻於智慧

TRUTH

真理



VISION & PURPOSE 願景與目的

The vision of Morrison Academy is that every student will experience a quality, biblically-integrated education, so that each one will be equipped to impact the world dynamically for Christ.

馬禮遜學校的願景是每一個學生都能體驗優質且結合聖經原則的教育，以期學生能主動且有效地為基督影響世界。

The purpose of Morrison Academy is to meet the educational needs of the children of missionaries throughout Taiwan.

馬禮遜學校設立的目的是為了提供全台灣宣教士子女教育上的需求。



LETTER FROM THE BOARD CHAIR 董事長的信

BARRY OWEN: BOARD CHAIR 董事長

During my twenty-nine years of living in Taiwan, serving on the Morrison Board of Trustees has been a consistently positive experience for me. While Morrison's purpose is to serve the children of missionaries in Taiwan, we value equally every child who is admitted, educating and mentoring them to the best of our ability. The Board took some time in 2016-17 to assess how well the school is holding to its mission. Board members reflected on Morrison's origins and what Morrison is doing now to continue to carry out its mission in the future.

As part of an effort to promote a caring community at Morrison, the Board hosted missionary parent forums on each campus. The open and frank discussions with parents provided good feedback to Board members; the most common themes being Christian culture, academic rigor, services for students with learning needs, and the cost of education. The Board and administration work hard to maintain a balance between quality of services and cost, aware of the financial strain that a private overseas education puts on many families. As parents and teachers work together to find answers to the balance of academic rigor and growth in character, the Board will continue to evaluate and enact policies that enable our students to have a positive experience at Morrison.

Our staff are a critical component to ensuring we fulfil our purpose. A more formal process for member care recently established is evidence that

we take the care of our staff seriously. In addition to helping expatriate staff prepare for life overseas, we continue to develop resources and procedures to care for all staff as they deal with the stresses and adjustments to working and living in Taiwan.

The Board's vision for many years to relocate the Taipei campus is finally becoming a reality. There is still a long road ahead to construction completion but we are encouraged by the progress of the Linkou campus project and how God has removed multiple roadblocks along the way. We are confident that the results will strengthen the education Morrison offers to missionary and other international families in Taipei.

While the Linkou campus is the largest facilities project currently at Morrison, we completed several physical improvements on the other campuses. The Taichung gym, built in the mid-1970s, was renovated to be more functional and modern to better support athletics. The Kaohsiung campus experienced a complete remodeling of its front office, the band room was also expanded and more collaborative office space was created to support high school staff.

In every aspect of its financial oversight, whether that be facility improvements or determining tuition rates at sustainable levels, the Board is committed to fiscal responsibility, seeking to carefully and effectively use the resources God has given Morrison to accomplish the work He has prepared for us.



我來台灣二十九年了，其中在馬禮遜學校董事會服務的經驗對我而言是非常寶貴的。雖然馬禮遜學校的目的是為來台宣教士的子女提供教育服務，但我們也同樣重視每一位入學的非宣教士子女，盡我們最大的能力去教育和帶領他們。董事會於2016-17學年度花了一些時間評估學校對於其使命的達成情況，董事會成員反思回顧了馬禮遜學校的起源和目前正在進行的工作，以便未來能繼續完成其使命。

為了推廣馬禮遜學校成為一個關懷的社群，董事會在每個校區主辦了宣教士家長論壇。藉著與家長公開坦誠地討論，為董事會成員提供了良好的反饋，主題包括基督教文化、學術嚴謹、為有特別學習需求的學生提供服務、以及教育費用。董事會和行政部門努力在學術品質和教學費用之間取得平衡，也明白海外的私立學校教育給許多家庭帶來經濟壓力。當家長和老師共同努力，尋求在學術嚴謹和品格成長之間達到平衡的同時，董事會將繼續評估和訂定政策，使我們的學生在馬禮遜學校能有積極正面的學習體驗。

教職員是馬禮遜學校能否實現其目標的關鍵。董事會最近調整了人事關懷程序，顯示我們認真地

思考如何提供員工好的照顧。除了幫助外籍員工為旅居國外的生活做好準備外，我們也持續提供資源和完善的行政程序，幫助全體教職員處理他們在台灣居住和工作時可能面臨的壓力和調適。

台北校區遷校是董事會多年的願景，現在終於快要實現了。雖然離校舍完工還有一段很長的路要走，但回想林口校區興建計畫的過程，以及上帝如何在這一路上排解了很多困難，我們備受鼓勵。我們相信馬禮遜學校林口校區能在大台北地區為宣教士和其他國際家庭提供更好的教育服務。

雖然林口校區是目前馬禮遜學校最浩大的建設項目，我們在其他校區仍然完成了一些硬體翻新的工程：建於1970年代中期的台中校區體育館經過翻新後，更具實用性和現代感，可以支援各類運動項目；高雄校區則完成了辦公室的全面改造、樂器練習室的空間擴大、還有更多的共用辦公室空間來支援高中部教職員所需。

在財務監督方面，無論是改善設施或是決定學費金額，董事會都盡心擔起財務管理的責任，力求認真有效地運用上帝給予馬禮遜學校的資源，完成祂為我們預備的工作。







QUALITY EDUCATION FOR ALL STUDENTS 優質教育

JULIE HEINSMAN: DIRECTOR OF ADVANCEMENT 發展事務主任

Every great organization must both listen to its stakeholders and review and reflect on its practice in order to continue to provide excellent services. Morrison Academy regularly seeks ways to improve through peer and self review. Regular accreditation visits produce a School Improvement Plan and accountability regarding that plan. Surveys and forums also allow the school to hear valuable feedback. In 2016-17 we focused on the innovation, advisory, and teacher training aspects of our School Improvement Plan. The Board focused on listening to the community through parent forums and strengthening care for teachers. These efforts are all part of Morrison's desire to continually provide quality education for all students.

每個成功的機構都必須傾聽其股東的意見，並在運作過程中隨時審查和反思，才能繼續提供優質的服務。馬禮遜學校藉由教師間的觀摩和自我審查，尋求改進之道。定期的評鑑小組訪視協助學校擬定「學校改進計畫」，並針對該計畫進行各項調整。此外，問卷調查和論壇也幫助學校得到有價值的反饋。在2016-17學年度，我們的「學校改進計畫」專注於創新、諮詢和師資培訓，董事會則藉著家長論壇傾聽社群的意見，以及加強對教師的關懷。這些努力都是因為馬禮遜學校希望持續為所有學生提供優質的教育。



MORRISON ACADEMY SCHOOL IMPROVEMENT PLAN

2015 - 2021 GOALS

2016 - 17 STRATEGIES

1. Enhance Morrison's mentorship culture to intentionally connect each student with a godly mentor to impact key areas of their life.

2. Create a climate of innovation that integrates service, experiential learning, and technology into the curriculum. This will result in enhanced learning experiences that address the personalized learning interests and aptitudes of the whole child.

3. Strengthen a standards-based approach to learning that includes assessment, recording and reporting practices that inform and support student learning.

4. Expand training for teachers on all three campuses in how to more effectively analyze site-based learning data, resulting in the use of conclusions to inform learning goals and drive school improvement efforts.

a. Introduce collaborative planning, and professional learning for entire MS staff for advisory.

b. Research and develop HS advisory program that includes biblically integrated curriculum, schedule, staffing, purpose, etc.

c. Communicate purpose of HS advisory to staff, students, parents.

a. Identify, showcase, and support teams that design innovative unit/courses/learning experience

b. Communicate the definition and purpose of innovation at Morrison to staff and parents.

c. Revise the PPR process to reflect foundational changes that will cultivate a mindset (risk-taking, creativity, passion, etc.) conducive to innovative teaching and learning.

a. Task force develop a comprehensive and clear 3-year implementation and professional learning plan for Standards Based Reporting.

b. Develop communication strategies including a website that explains Morrison's standards-based reporting and recording

c. Develop an adapted report card for reporting work habits separately from academics for middle school.

a. Train teachers at on campus meetings on how to read and share MAP data with parents at Parent Teacher Conferences.

b. Use MAP Data (pre- and post-) to inform instructional goals in grades 1-9 for the following year.

c. Taichung HS - Learning Coach assisting teachers in how to collect PLC data then how it can be used to improve learning in the classroom.

STUDENT STATISTICS*

BY LOCATION



TAIPEI
(K - 10)

224

TAICHUNG
(K - 12)

448

KAOHSIUNG
(K - 12)

229

*as of August 22nd, 2016

BY GENDER BY NATIONALITY

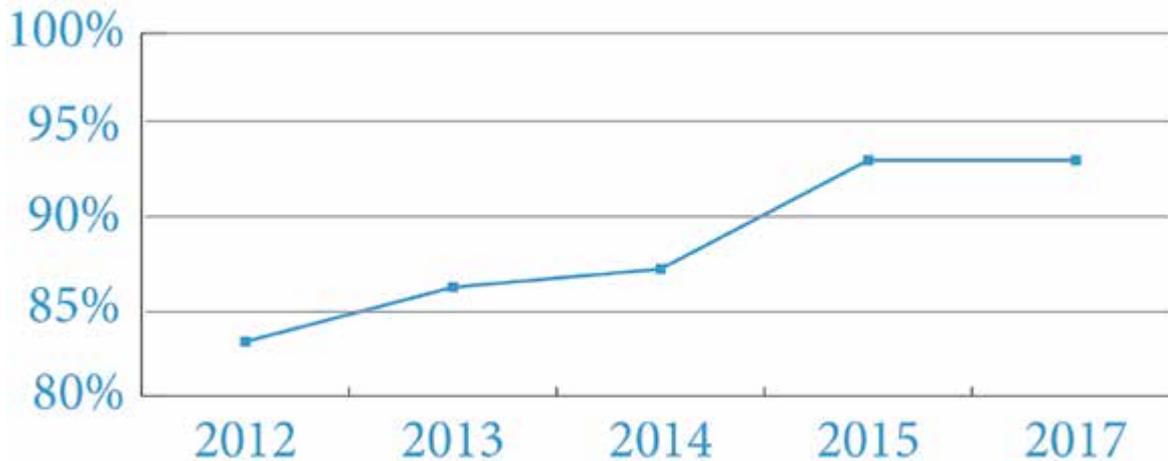
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450 



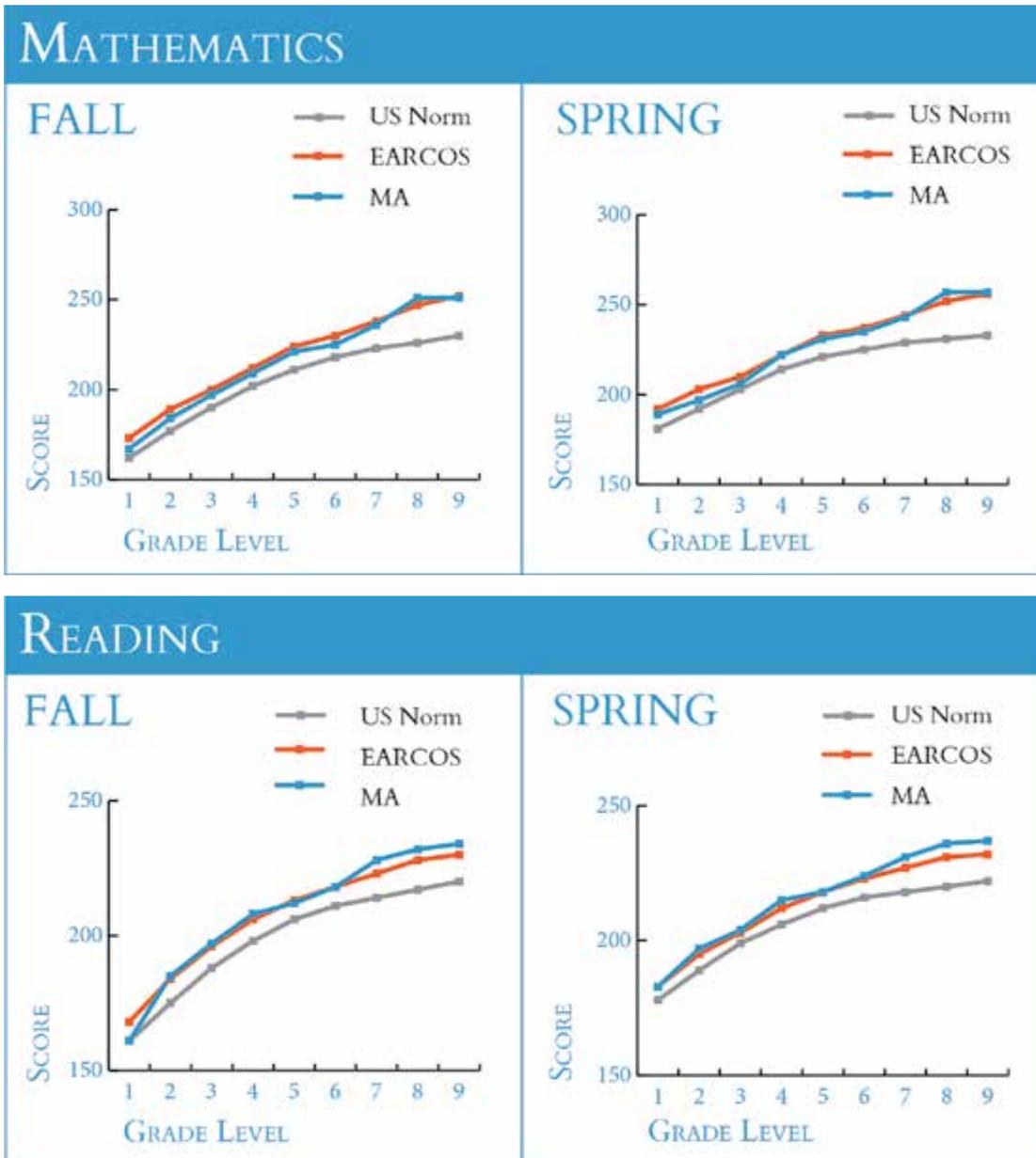
- 61% USA
- 8% CANADA
- 6% SOUTH KOREA
- 5% PHILIPPINES
- 20% 34 OTHER COUNTRIES

GRADE 1 TO 8 STUDENT RETENTION RATIO



MAP & SAT TESTS

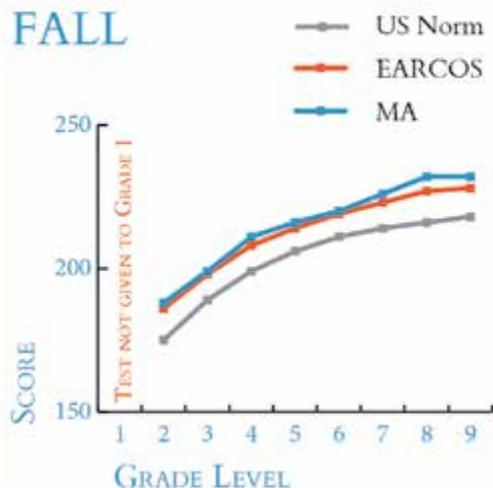
Student MAP testing results are reported in RIT scores (short for Rasch Unit). The RIT scale is an equal-interval scale much like centimeters on a ruler. It is used to chart your child's academic growth from year to year.



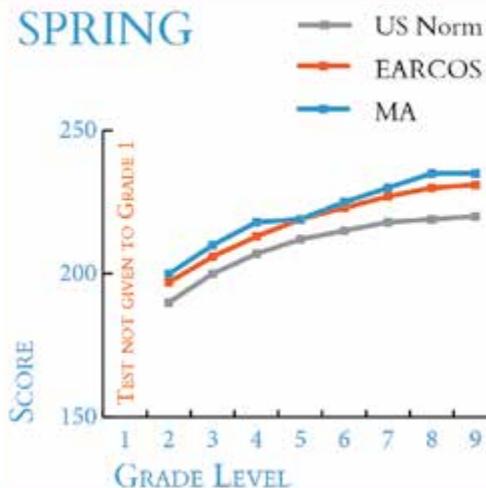
*EARCOS (EAST ASIA REGIONAL COUNSEL OF SCHOOLS)

LANGUAGE USAGE

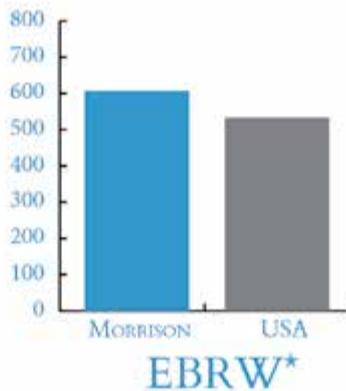
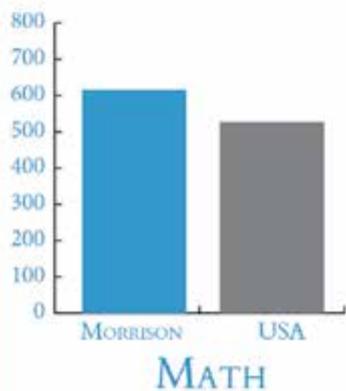
FALL



SPRING



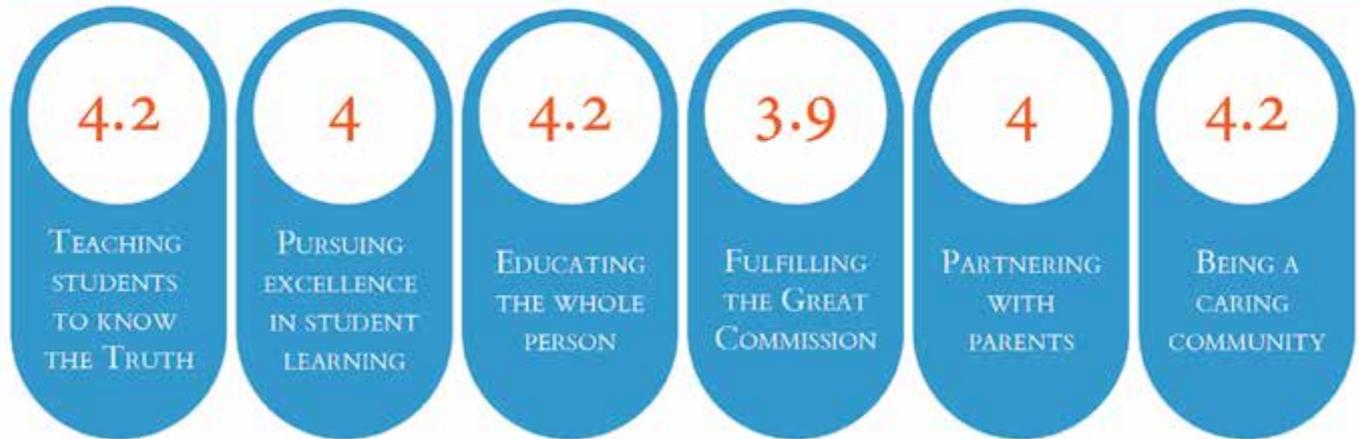
SAT



*EVIDENCE-BASED READING AND WRITING

PARENT SURVEY DATA

To what extent do you feel Morrison Academy is fulfilling its following Core Values?



1 = Strongly disagree / 5 = Strongly agree

Please rate Morrison's VFOL progress in helping your child become a:



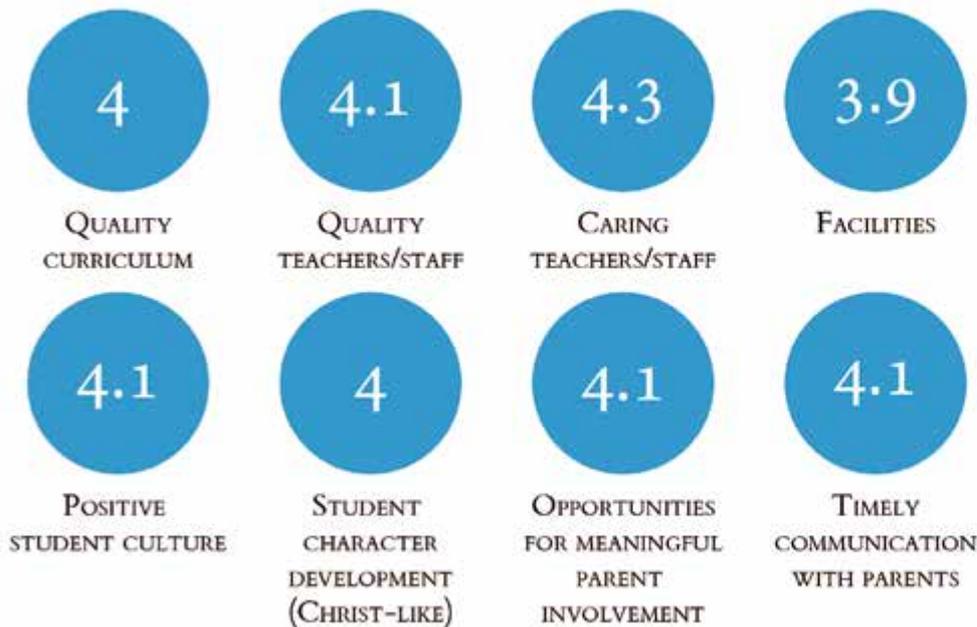
1 = Strongly disagree / 5 = Strongly agree

To what extent do you agree with the following Core Values?



1 = Strongly disagree / 5 = Strongly agree

Please rate your campus in these areas:



1 = Strongly disagree / 5 = Strongly agree







EXPERIENTIAL LEARNING TAKES STUDENTS TO NEW HEIGHTS 體驗式學習帶領學生進入新的高峰

SUSANNA MYBURGH: PRINCIPAL (TAIPEI) 台北馬禮遜學校校長

Climbing the highest mountain in Taiwan is certainly no small accomplishment, yet it was the goal of the Morrison Taipei's first ever tenth grade class. The Yushan Hiking trip gave our students the opportunity to learn how to effectively pack for an extended hiking trip, take care of their bodies, prevent dehydration, and identify altitude sickness. On April 19th, 2017 the group summited the mountain, accomplishing something they once thought impossible.

Through the years of seeing our experiential program grow, I have loved watching the students get excited about being able to put up their own tent, learn about fishing for their own dinner, build a fire and cook their food over that fire, surf their first big wave, scramble up a steep rock wall, or climb to the summit

攀

登台灣最高峰絕對不是小小的成就而已，還是馬禮遜台北校區第一屆十年級學生的目標。玉山健行之旅讓我們的學生有機會學習如何有效率地為長途旅行打包行李、照顧自己的身體、預防脫水、以及認識高山症。2017年4月19日，這個十年級團隊征服了玉山，完成他們曾經認為不可能的任務。

由於體驗式學習計劃日漸成熟，我很喜歡看著學生們因為可以搭起自己的帳篷而興奮、學習釣魚來準備自己的晚餐、自己升火，並在火上烹飪食物、第一次衝著大浪、爬上陡峭的岩壁、或攻頂至最高的山。學生可能不太記得他們在學校學到

of the highest mountain. Students are not likely to remember all the facts they learned in school, but these experiential learning experiences create special memories and develop new skills that will be treasured for a lifetime.

Across the Morrison campuses, we believe that experiential learning is a very important component of education for students. The goal is to encounter the world and engage in authentic problem solving. These opportunities do not happen inside the four walls of a classroom but outside the school walls. Morrison continues to strive to create and find more out-of-the-classroom learning opportunities for our students. We look forward to seeing what our future 11th and 12th grade Taipei students will be doing once we move to our new Linkou campus!

的所有事情，但這些體驗式學習的經驗創造了特別的回憶，也讓他們發展出能一生受用的新技能。

在馬禮遜所有的校區，我們認為體驗式學習是學生教育的重要部分，目標是讓學生能面對真實的世界，並學習如何真正地解決問題。這些機會不會發生在四面牆的教室內，而是在學校圍牆之外。馬禮遜學校持續努力為學生創造並尋找更多課外學習的機會，也期待在搬到林口新校區後，能看到未來十一年級和十二年級學生有更多新的學習！





Mt. Jade Main Peak
Elevation: 3952m

玉山主峰
標高
3952
公尺



ADVISORY: FIRST STRONG STEPS 輔導諮詢：強而有力的開始

JOE TORGERSON: PRINCIPAL (KAOHSIUNG) 高雄馬禮遜學校校長

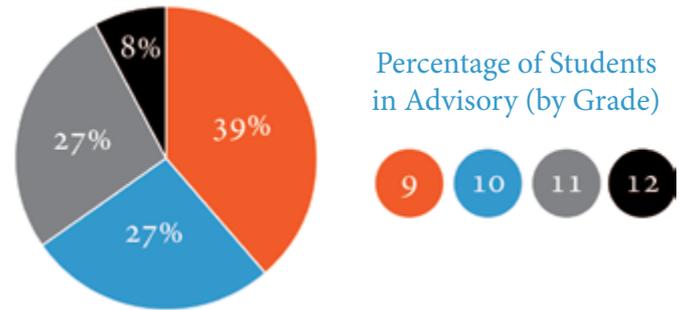
Morrison Academy is a school that is not only about what kids know but also about who they are. In order to further those twin goals, Morrison Taipei began an advisory program with its middle schoolers in 2015 and found considerable success. In the 2016-2017 school year, the Taichung and Kaohsiung campuses followed suit, with the latter initiating the program in high school as well. Coordinators from each campus also met throughout the year to refine the curricula.

The purpose of Morrison's Advisory Program is to "enhance the school's mentorship culture by intentionally connecting each student with a godly mentor..., allowing every student to engage with the school's vision and values." Imparting a vision and communicating values is no easy task, and the advisory program allows our staff the time and space to be intentional in speaking into students' lives. Our hope through this program is that no student can hide behind anonymity but instead that each student might have a clear sense that they are known.

Groups of about seven students typically meet with their advisor for about 40 minutes per week. The primary focus of the curricula is on academics, social-emotional development, and spiritual life.

95% of high school students in advisory reported

that they feel like their advisor genuinely cares about them. One student stated in a year-end survey, "It helped me grow closer to my teachers and my classmates. I learned the difference between right and wrong; I grew closer to my class." Another said, "I was able to talk about almost anything without fearing that people would judge me for what I say."





馬

禮遜學校不僅關心孩子應該學到什麼，也關心孩子的個人成長。為了進一步實現這兩個目標，馬禮遜台北校區 2015 年與中學生開始了一個輔導諮詢計劃，並且施行得非常成功。2016-2017 學年度，台中和高雄校區隨之跟進，高雄校區更開始在高中部也實行這個計劃。每個校區的負責老師在這一年中多次會面討論，並完成了課程設計。

馬禮遜輔導諮詢計劃的目的是「透過刻意地連接每個學生與一位屬靈的導師，來增強學校的輔導諮詢文化…，讓每一個學生都能夠融入學校的願景和價值觀。」傳遞願景和溝通價值觀並不容易，因此輔導諮詢計劃使我們的教職員有時間和空間能刻意走進學生的生命。我們希望藉由這個

計劃的實施，沒有一個學生是躲起來的無名小卒，每個學生都明確感受到自己是被了解的。

每個小組大約有七名學生，通常每週與導師(輔導諮詢老師)聚會約四十分鐘。這個計劃的主要重點是學業、社交情緒發展、和屬靈生活。

95% 參加輔導諮詢團體的高中生表示，他們覺得他們的導師真正關心他們。一位學生在期末問卷中表示：「這個計畫讓我與老師和同學的關係更加緊密，我了解到事情對與錯的區別；我與我的班級關係也更好。」另一位說：「我幾乎可以談論任何事情，不用擔心人們會因為我所說的話來評論我。」









STRENGTHENING TEACHERS – IMPROVING LEARNING 教師進修 – 改善學習

DOUG BRADBURN: PRINCIPAL (TAICHUNG) 台中馬禮遜學校校長

An excellent strategy for teacher professional development is through the use of professional learning communities (PLCs). PLCs are comprised of teachers interested in similar student learning goals who meet regularly to collaborate and use data to inform and make decisions. Taichung high school teachers met in PLC's with the emphasis on improving learning through the implementation of a variety of strategies. Innovation was the focus of most groups with topics including flipped classroom, benchmark mastery, and grade level themes for CSL, experiential learning

trips, and cross-curricular connections. At the end of each semester, teachers from all groups met to share their findings, evaluate their goals, and explain the impact on student learning.

The use of PLCs was an enormous success for several reasons. A variety of methods to improve student learning were emphasized, safe avenues for teachers to take risks and grow professionally were provided, opportunities to choose topics important to specific classrooms were encouraged and implementation was immediate.

教師專業發展有一個很棒的策略，就是透過「專業學習社群」的運作（professional learning communities, PLCs）。PLCs 是由一群教師所組成，他們對於學生的學習有相似的目標，定期開會合作和使用數據來討論並作出決定。台中馬禮遜學校高中部老師在 PLC 開會時，會把討論重點放在如何實施不同的策略來改善學習。「創新」是多數小組的討論重點，主題包含翻轉教室、學習標竿的掌

握、各年級的社區服務學習、體驗式學習校外教學、和跨課程連結。在每個學期結束時，各小組的老師們分享他們的新發現、評估目標、並解釋不同活動對學生學習的影響。

PLCs 的運作非常成功，原因如下：強調使用不同方法來改善學生的學習、提供教師一個安全的途徑去冒險和進行專業成長、鼓勵教師選擇對某些課堂特別重要的主題，並且能立即落實。

TEACHERS STATISTICS

178

TOTAL STAFF

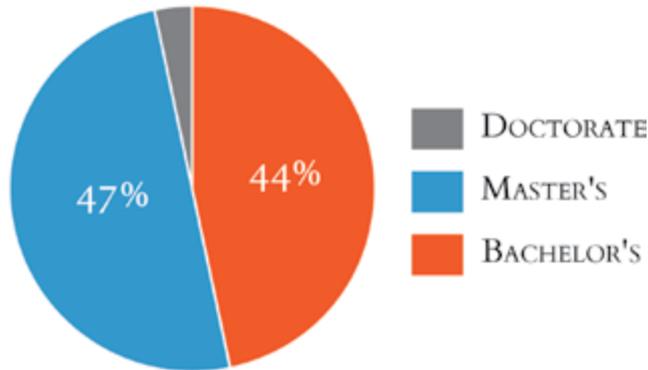
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AVERAGE YEARS
AT MORRISON

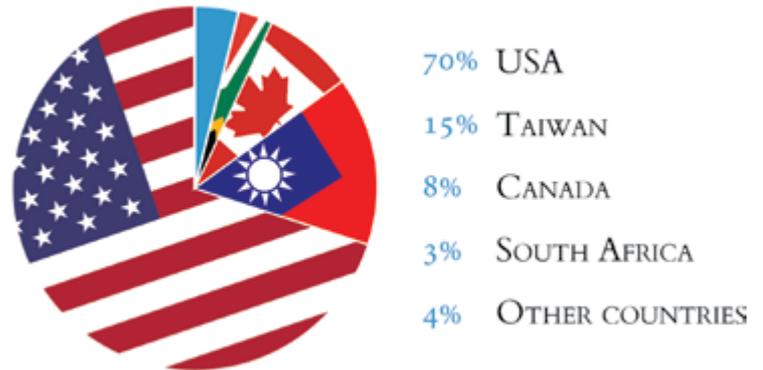
STAFF RETENTION RATIO



BY EDUCATION



BY NATIONALITY





CREATING OPPORTUNITIES FOR INNOVATION

SEPPIE MYBURGH: PRINCIPAL (TAICHUNG) 台中馬禮遜學校校長

During our August 2016 Meet-the-Teacher-Night event, Taichung's Elementary and Middle School teachers invited parents to a night of innovation; a brand new experience filled with engaging, visual expos. Thrilled by it all, our discussions on exploratory courses like robotics and rock climbing, out-of-the-box right brain expressions of art and music, kinesthetic and sensory learning need activities, and the mysterious labyrinth world of language learner labs reached new heights. We offered a bird's eye view of the whole child, touching on physical health (clinic), emotional health (guidance), social health (advisory) and nutritional health (cafeteria). Through displays, illustrations, and introductions to hands-on courses, the night woke the community to an enthusiasm for a new world teeming with 21st century learning and partnering opportunities.

After such an unorthodox start to the school year, our team continued to pursue a boundary-defying

and soaring vision. In April 2017, as we came down the home stretch, we shaped a pedagogical version of what it means to be formed in God's image. Students are makers, mini-creators, and as such, in need of a space where they can explore, tinker, hack, take apart, problem-solve, design, build, invent, create, make; either alone, under the tutelage of workshop experts, or through collaboration with others. We cast this vision to parents and invited them to partner with us to transform an outdated area of our library into a vibrant MakerSpace. With generous donations to the Annual Fund, a space to inspire ideas, inform budding engineers, extend our artists' imaginations, acquire big ideas and merge disciplines was created. By the end of the school year, students were flocking to the newly christened Creation Station eager to work with construction toys, knitting supplies, electronic circuit components, lego pieces, and jewelry beads.





製造機會 鼓勵創新

在 2016年8月的「親師見面會」晚上，台中馬禮遜學校中小學的老師邀請家長參加一個創新的夜晚，這是一個充滿魅力與視覺震撼的全新體驗。最令人興奮的是，我們對以下內容的討論，達到了新的境界，包括：探索課程（如：機器人學和攀岩）、藝術和音樂課程跳脫框架的右腦表達方式、肢體動覺和感官學習的活動、以及語言學習實驗室的神秘迷宮世界。我們提供了一個全人教育的鳥瞰圖，包含身體健康（健康中心）、情緒健康（輔導室）、群體健康（輔導諮詢）、和營養健康（學校餐廳）。藉著展覽、舉例說明和手作課程的介紹，那個晚上讓馬禮遜社群進入一個熱情的新世界，充滿了二十一世紀學習和合作的機會。

2016學年度從這樣一個非傳統的活動揭開序幕後，我們的團隊繼續追求不受限制，自由翱翔的願景。到2017年四月學年度即將結束之際，我們擬訂了一個教學版本，解釋「照著神的形象所創造」的意義。學生是製造者，也就是迷你創作者，因此需要空間讓他們探索、修補、破解、分解、解決問題、設計、構建、發明、創造、和製作；他們可以個別在工作坊專家的指導下，或是與他人共同合作來完成這個過程。我們向父母表達這個願景，並邀請他們與我們合作，將圖書館裡一個過時的區域變成一個充滿活力的「自造者空間」。因著大家慷慨地捐款到學校年度基金，創造了一個激發新點子的空間、培育初露頭角的工程師、延伸藝術家的想像力、得到更大的創意、並且融合在學科知識裡。到學年度結束時，學生們興高采烈地湧進了這個新的「創作站」，要用建築玩具、針織用品、電子電路元件、樂高積木、手工藝材料等來進行他們的創作。







STANDARDS BASED EDUCATION

MISSY BASNETT: DIRECTOR OF LEARNING 教務長

“The purpose of grading is to describe how well students have achieved specific learning expectations based on evidence gathered from an assignment, assessment, or other demonstration of learning. Grades are intended to inform parents, students, and others about learning successes and to guide improvements when needed.” (Guskey, Jung 2013)

Morrison Academy’s definition of grading is captured in the quote above. Additionally, we believe that in a quality education, student learning is the measure of success. To measure student learning we must use standards or benchmarks that our teachers are asked to cover in their teaching. Before, during and after teaching, students are “tested” on benchmarks in a variety of ways. To continue delivering quality education, we must strengthen our standards-based approach to learning, reporting and recording.

What have we done so far?

We updated the middle school report card with a new format that separates academic competency from behavior matters such as work habits and personal responsibility. This method clarifies how well a student grasps the material being taught and still appropriately emphasizes a student’s need for responsibility, engagement, and respect.

Secondly, we implemented training for teachers to use Mastery Connect, a standards-based reporting and curriculum mapping tool. It will be used for reporting and assessment in grades K-5 and as a curriculum mapping and assessment tool in K-12. Mastery Connect is also a networking platform for teachers to share assessments and ideas as well as access assessment tools of proven testing materials.

Where are we headed?

The steps taken above are part of a 3-year plan developed by Morrison’s principals and other administrators to strengthen standards-based learning. The plan includes step-by-step implementation, practical professional learning for teachers, and tangible ways to keep parents informed of what is taking place throughout the process.

Morrison strives to provide its students with a quality education. We believe that standards-based instruction, recording and reporting is an effective method to strengthen student learning and teacher professionalism while maintaining commitment to Morrison’s vision, values and purpose.

以標準值為基準的教育

「 評分的目的是描述學生藉由所指定的功課、評量或其他學習表現中蒐集證據，以取得具體學習的期望，分數的用意則是向家長、學生和他人報告學習成果，並在需要時引導改進。」(Guskey, Jung 2013)

馬

禮遜學校對於評分的定義就是節錄自上文的引用句，此外，我們相信在優質教育中，學生的學習就是成功的標竿。為了評量學生的學習情況，我們要求老師們在教學中使用標準值或能力指標。在教學的前、中、後期，老師以各種方式來「測驗」學生的這些能力指標。為了繼續提供優質教育，我們必須在學生學習、成績報告和紀錄方面，加強以標準值為基準的教育方法。

到目前為止我們做了什麼？

我們更新了中學成績單的格式，將學習能力和行為表現（如：工作習慣和個人責任感）分開，這種方式可以清楚指出學生對於所教的內容了解到何種程度，也能適當地強調學生需要對課業有責任心、參與感、和尊重的態度。

其次，我們培訓教師使用 **Mastery Connect**（一種以標準值為基準的成績報告和課程規劃工具）。它將用於幼稚園到五年級的成績報告和評量，以及幼稚園到十二年級的課程規劃和評估工具。**Mastery Connect** 也是一個網路平台，提供教師分享測驗評估和構想，以及獲取通過驗證的測驗評估工具。

我們的目標為何？

馬禮遜學校校長和行政主管為了加強以標準值為基準的學習，擬定了三年的計畫，上述步驟則是此計畫的一部分。該計畫包括循序漸進地實施方式、提供教師實用的專業教學學習、以及讓父母實質了解整個教學進行的過程。

馬禮遜學校致力為學生提供優質教育，我們相信以標準值為基準的教學、紀錄和成績報告是加強學生學習效果和教師專業精神的有效方法，同時也能達成馬禮遜學校對其願景、價值觀和設校宗旨的承諾。





GIVING GENEROUSLY

MATT SAWATZKY: DIRECTOR OF FINANCE 總務長

There are two sides to the coin when it comes to giving. The recipient obviously benefits from having something that they otherwise would not. Less obvious, but just as tangible is the benefit enjoyed by the one who gives -- that is, the satisfaction of furthering a worthy cause. At Morrison, we strive to cultivate a culture of generosity in which both the recipients and those who give both receive a blessing.

Morrison's quality education is greatly enhanced when members of its community give above and beyond what is required to maintain normal operations. Here are some ways that giving has blessed the Morrison community in the past year:

- CREATION STATION (MAKERSPACE)
- MUSICAL INSTRUMENTS
- OUTDOOR EDUCATIONAL EQUIPMENT
- PE AND PLAYGROUND EQUIPMENT
- ROBOTICS
- SCHOOL VAN
- SCHOLARSHIPS
- MANY OTHER EDUCATION ENHANCING ITEMS

Through Christmas Projects, missions trips, and 30H Famine, Morrison seeks to bless those outside its own community. Beneficiaries in 2016-17 include:

- HengChun Christian Hospital
- Pregnancy Support Center
- Taiwan Sunshine
- World Vision
- On the Rock Ministries

The next time you have an opportunity to give, not only will it benefit others, but be prepared to experience the joy that comes from blessing others - that is priceless!



慷慨捐助

許

多事情都是一體兩面，捐款也不例外。很明顯地，受益者可以從中獲得他們本來不會得到的益處。另外比較不明顯，但真實存在的好處，是付出的人才能得到的，那是一種因為做了一件有意義的事而得到的滿足。在馬禮遜學校，我們致力培養一個慷慨的文化，讓受益者和施予者都得到祝福。

當馬禮遜社群成員的付出超過正常運作所需時，就大大提昇了馬禮遜學校的優質教育成果。以下是過去一年因為馬禮遜社群的付出而帶來的祝福：

- 創作站（自造者空間）
- 樂器
- 戶外教育設施
- 體育和遊樂場設施
- 機器人學
- 校車
- 獎學金
- 許多其他加強教育功能的項目

藉著三個校區的聖誕募款、短期宣教、和飢餓三十的活動，馬禮遜學校也祝福那些在社群之外的人，2016-17的受贈機構如下：

- 財團法人恆春基督教醫院
- 台灣家庭生命關懷協會
- 台北恩美協會
- 財團法人台灣世界展望會
- 台中市雲上太陽弱勢關懷協會

下次您有機會給予的時候，請記得，這不僅能使他人受益，您更可以深深體會祝福他人所得的喜樂 - 這是無價的！

中華民國105至106年



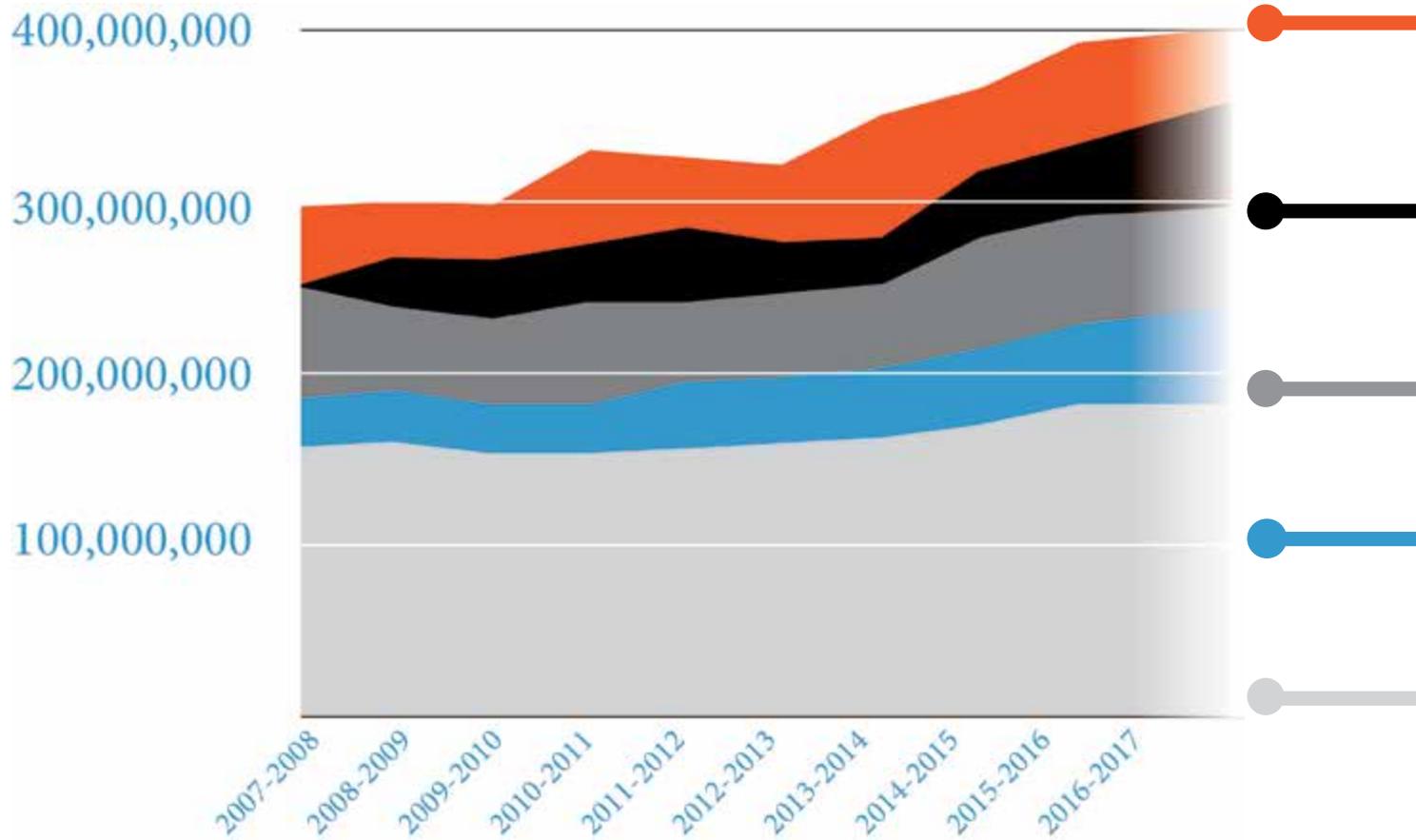
GIVEN TO
BENEFIT OTHERS

NT\$ 1,862,215

- ▶ HOSPITAL REPAIRS
- ▶ SAVING BABIES' LIVES
- ▶ HELPING SPECIAL
NEEDS STUDENTS

PRICELESS

OPERATING EXPENSES & FUNDS ALLOCATED FOR FACILITIES



2008-09 TAICHUNG

Library, EMS classrooms and Administrative offices built, replacing 45-year-old original building



2014-15 KAOHSIUNG

New High School classroom building built to accommodate growing high school program

FUNDS FOR FACILITIES

Building fees, donations and any annual operating surpluses are all reserved for constructing quality facilities (major projects below).

DEPRECIATION, LEASE AND FINANCING COSTS

Costs associated with depreciation of fixed assets, property lease costs for Taipei and Kaohsiung campuses, and minimal financing costs over the years.

OPERATIONAL AND EQUIPMENT

Electricity, maintenance, furniture, food and supplies, and technology equipment are all some of the items included in this category.

ADMINISTRATIVE AND INSTRUCTIONAL

Professional learning for staff, orientation for new staff, instructional supplies, textbooks, athletic programs costs are all important parts of school life.

PERSONNEL

Salaries, travel, medical, and housing expenses associated with Morrison's quality teachers and staff.



2015-16 TAICHUNG

Relocation of track and swimming pool due to city re-development claiming Morrison land

Renovation of gym locker rooms and offices



2017-2019 TAIPEI

Construction of new Taipei campus in New Taipei City, Linkou District





ACCREDITED



*The Commission on Accreditation of the
Association of Christian Schools International attests that accredited status
has been granted and thus affirms that this school is committed to the pursuit
of excellence in education, to meet the established accreditation standards,
and to follow an ongoing school improvement plan.*

Morrison Academy

*Grades Accredited: K-12
Term of Accreditation: July 1, 2015-June 30, 2021
Initial Accreditation: June 1, 1998
School ID: 32717*

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ACSI accredited member schools receive affiliate member status with the Association for Biblical Higher Education (ABHE),
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