

RAIMONDI COLLEGE SECONDARY SECTION



SCHOOL REPORT

2005 – 2006

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1. Brief Introduction to the School

1.1 School Mission Statement

Our College shares the universal mission of Catholic Schools in the education of the whole person.

Consonant with the school motto "*In Constantia Fortitudo*", we shall guide our students to persevere in their quest for knowledge and help students build their character, develop their potential and their sense of commitment towards the community at large.

It is the school's hope that all students and members of staff experience the spirit of love and the teachings of the Gospel both through the curriculum and school life.

1.2 Our Vision: *UNITY* *PERSERVERANCE* *LOVE*

1.3 Our School

Our School, founded in 1958, was named after the first Vicar Apostolic of Hong Kong, Timoleone Raimondi (1874 – 1894). Raimondi College is a feeder boys' school, with about 85% of the Secondary 1 places taken up by pupils from our own Primary Section. The Secondary Section, which is aided, has 26 classrooms, 5 science laboratories, 1 multi-media learning centre, 2 computer rooms, 1 geography room, 1 music room, 1 art room, 1 counselling room, 1 student union room, 1 hall, 1 library, 3 covered playgrounds and a small basketball court. All rooms are air-conditioned. All classrooms and special rooms are equipped with both a LCD projector and a screen. Our Alumni Association was established in 1961, Parent-Teacher Association in 1966 and Student Union in 1969.

1.4 School Management

The sponsoring body of our school is "The Catholic Diocese of Hong Kong".

School-based management was first implemented in 1996.

School Management Committee

Supervisor : Rev. Fr. John Baptist Tsang

Managers : Mr. Peter Lee Shung Tak

Mr. Gregory Chan Yau Lok

Sr. Cecilia Wong Yeuk Han

Mr. Andrew Au Gar Wai (Principal)

All school managers are appointed by the sponsoring body.

1.5 Class Structure

Secondary	1	2	3	4	5	6	7	Total
No. of classes	4	4	4	4	4	3	3	26

Total no. of students in 2005 - 2006: 953

Total no. of teaching staff in 2005 - 2006: 54

2. Major Concerns (Achievements and Reflection)

2.1 Optimising learning and teaching with information obtained from the analysis of assessment data

- (a) On-line system for recording assessment data
- Teachers of S1 English, Chinese and Mathematics, S6 & 7 subject teachers as well as most of the other subject teachers have effectively used the on-line system for recording and reporting students' results.
 - Based on the timely assessment data available, teachers were able to provide feedback and prescriptions for improvement to enhance student learning.
 - Subject panel heads can make use of the data collected to understand and analyse the strengths and weaknesses of individual classes.
 - Areas of improvement regarding the on-line system include: format and interface design, compatibility with WebSAMS and mark processing.
- (b) On-line system for recording homework submission
- Teachers of S1 & 2 English, Chinese and Mathematics have effectively employed the on-line system for reporting students' homework submission status.
 - Email reports were sent to parents once in each school term to help them understand students' progress in school work and learning.
 - Teachers can work closely with parents to ensure students complete their assignments on time.
- (c) Design of effective summative assessment tools
- Tests and examinations have an important bearing on moulding students' learning habits.
 - Principles for setting effective question papers have been laid down for teachers' reference. These include setting appropriate assessment objectives in terms of subject contents and skills, apportioning suitable amount of core and extension items as well as paying due attention to question format (e.g. type, sequencing, language used and structure).
 - Evaluation of examinations indicated that questions of different levels of difficulty were set in papers. Weightings between general subject knowledge and higher order thinking skills varied with subjects and class levels. A gradual increase in the latter was the general pattern adopted by teachers. For example, percentage of questions requiring higher order thinking skills increased from 20% in S1 & 2 Integrated Science to 40% in S4 science subjects.
- (d) Analysis of summative assessment data
- Students' performance in examinations was analyzed by subject panels via the examination evaluation mechanism.
 - Students' strengths and weaknesses as well as learning needs were identified. Weak students are usually weak in their language abilities. Students should be equipped with skills to decode questions, retrieve relevant information according to requirements, and present answers logically.
 - The review has led to the adjustment of pedagogy by teachers such as the tailoring of teaching materials and employing more real-life situations in teaching.
 - Follow-up actions were also devised to cater for students' specific learning needs mainly through remedial programmes and extra lessons.

2.2 Reinforcing students' learning through effective teaching in the medium of English

- (a) Exploration of student-centred approaches with a suitable medium of instruction
- Most teachers have designed and implemented learning tasks that help maximize students' interaction for enhancing the exchange of ideas and concepts both in verbal and written modes.
 - Student-centred teaching strategies adopted by teachers include concept mapping, portfolio, knowledge forum, learning diary, project learning, dictogloss as well as problem-solving activities. Most teachers also employed active learning and collaborative learning approaches in their daily teaching.
- (b) Action plan for the Development of Language across the Curriculum for English-medium Education (DOLACEE)
- Ways to foster student interaction in English:

Way	Subject	Level	Remark
Verbal Communication	History	S2, 3	Class presentation
		S3, 4	Class discussion
	Integrated Science	S1, 2	Class presentation
Form Listening to Writing	Integrated Science	S1, 2	Dictogloss
	Biology	S3	Dictogloss, notes-taking
	Chemistry		Dictogloss, notes-taking
From Reading to Writing	Integrated Science	S1, 2	Report writing
	History	S4, 5	Essay writing
	Biology	S3	Using concept map as a post-reading strategy to develop writing skills
	Chemistry	S4, 5	Essay writing in groups with peer assessment

- Students were able to demonstrate acquisition of skills prescribed by the rubrics and requirements set by the teachers.

2.3 Promotion of whole-person development and self-directed learning among students by means of the Student Learning Profile

- (a) Planning for the QEF project on Student Learning Profile
- An agreement for the QEF project titled "A systematic Tool for Guiding Students to Develop into Whole-person" was signed in July 2005. Our school has been granted \$90,000.00 to develop a prototype of the Student Learning Profile.
 - Dr. Chiu Chi Shing, an assistant professor of the Faculty of Education, CUHK, gave his views and opinions on the project on 28 October 2005.

- (b) Implementation
- At its early stage of development, the profile has served the purpose of a learning portfolio which encourages students to develop in an all-round and balanced manner.
 - The printing and production work of the profiles was completed and the blank profiles were distributed to the S1-4 and S6 students in June 2006.

2.4 Implementation of learning support programmes to cater for students' educational needs

- (a) Post-examination classes for S4 & S6 students
- With the post-examination classes successfully implemented in July 2005, the S7 subject teachers were able to complete the teaching syllabuses 2 – 4 weeks before the S7 final Examination, while almost all S5 subject teachers managed to reserve about one month's time for running revision programmes.
 - The post-examination classes in 2005-2006 extended the learning time of the S4 & S6 students for one complete teaching cycle.
- (b) Preparation for public examinations
- Structured revision programmes were organized by the Physics, Chemistry and Biology departments for the S5 students.
 - Revision activities also included analysis of past examination papers, discussion of Hong Kong Examinations and Assessment Authority annual reports, sharing sessions conducted by experienced teachers who had served as markers or modulators and provision of special revision materials for students' reference.
- (c) Study skill workshop for S3 students promoting to S4
- A 2-week bridging course for a target group of S3 students promoting to S4 was held in August 2006. Staffed by additional human resources from CEG, the course focused on the training of subject-based skills and the formation of positive studying habits. Professional advice from the Educational Psychologist was sought.
- (d) Remedial programme for S4 students promoting to S5
- A 3-week remedial programme for a group of 17 academically weak S4 students promoting to S5 was held in August 2006. Additional staff and student helpers were deployed to run the remedial programme.

2.5 Reinforcement of staff development and accountability

- (a) Revision of the staff appraisal manual
- The Staff Appraisal Manual was revised in September 2005 to incorporate a greater emphasis on accountability. Development plans will be issued to teachers with an overall performance rating of 2 (i.e. some weaknesses) and improvement plans for performance rating of 1 (i.e. improvement needed). The performance of the teachers concerned will be closely monitored in the next school year.
 - Peer lesson observation forms were also amended with due attention to the effectiveness of student learning during lessons.

(b) Mentor scheme

- Suitable teacher mentors were assigned to the 3 new teachers. Lesson observations for new teachers were conducted by the Principal.
- Subject panel heads/coordinators were required to arrange one of the panel meetings and one lesson to be observed by the Principal as well as to submit homework inspection reports with samples of students' work. All programme leaders were requested to report the performance of their members and prepare the following documents: budget, programme plan and evaluation report.
- Implementation of school plans pertaining to the domain of Learning & Teaching was monitored by the Curriculum Development Committee.

2.6 Formulation of the School Development Plan for 2006 – 2009

- A review of the School Development Plan for 2002 – 2006 and a SWOT (strengths, weaknesses, opportunities and threats) analysis were conducted at the Staff Development Seminar held on 13 December 2005.
- The major concerns for 2006 – 2009 with due reference to the New Academic Structure and the 334 vision were adopted by the School Management Committee and the School Executive Committee in June 2006.
- The School Development Plan for 2006 – 2009 was subsequently confirmed.

2.7 Revision of school documents

The “Staff Manual” and “Code of Practice for Teaching Staff” have been updated to include new policies and procedures developed in recent years. New versions of the above documents were distributed to teachers on 30 August 2006 with a brief introduction of their contents.

3. Student Performance

3.1 2006 Hong Kong Advanced Level Examination

(i) Pass percentages of the best subjects

Subject	Pass Percentage
Applied Mathematics (ASL)	91.7%
Biology (AL)	90.0%
Chemistry (ASL)	91.3%
Computer Applications (ASL)	100%
Economics (AL)	91.3%
History (AL)	100%
History (ASL)	100%
Mathematics & Statistics (ASL)	95.0%
Music (AL)	100%
Physics (AL)	96.3%
Pure Mathematics (AL)	100%
Use of English (ASL)	98.8%

- (ii) Percentage of students meeting the minimum entrance requirements for local tertiary institutes: 76.5%
- (iii) Percentage of students pursuing further studies (local and overseas): 91.8%

(iv) Outstanding individual results:

Chan Chun Yu 2As, 3Bs
Cheung Hoi Kit 2As, 1B, 3Cs

3.2 Early admission into tertiary institutes:

Yu Chor On University of HK
Yam Kai Ho Max Chinese University of HK

3.3 2006 Hong Kong Certificate of Education Examination

(i) Pass percentages of the best subjects

Subject	Pass Percentage
Additional Mathematics	96.2%
Biology	91.7%
Chemistry	93.3%
Chinese History	94.1%
Chinese Language	91.7%
Computer & IT	98.2%
English Language (Syl. B)	93.8%
History	100%
Mathematics	97.9%
Physics	91.7%
Visual Arts	100%

(ii) Percentage of students obtaining 5 points or above: 86.7%

Percentage of students with 14 points or more from the best 6 subjects: 54.5%

(iii) Outstanding individual results:

Yip Chi Fung 7As, 1Bs, 1C
Cheng Chun Hin 6As, 3Bs
Tsang Siu Man Cary 6As, 3Bs
Li Ching 5As, 2Bs, 2Cs

3.4 Students' non-academic performances were maintained at a good standard. Students participated actively in a wide range of extracurricular activities. Their achievements, both academic and non-academic as well as internal and external, were recorded on an online recording system. A Student Learning Profile is in place to encourage all-round development of the students.

4. Capacity Enhancement

4.1 An additional full-time teacher was employed under the Capacity Enhancement Grant to facilitate the provision of electives at the S4 & S5 levels. With adequate manpower, the dual-class-teacher scheme for S1 – 5 was fully implemented to enhance a harmonious teacher-pupil relationship.

- 4.2 English training services were purchased for the S1 bridging and remedial programmes. Evaluation reports showed that the programmes had met the needs of the participants.
- 4.3 Instructors and coaches were employed for music, sports, putonghua and the school band throughout the school year.
- 4.4 The Additional Time-Limited Funding of the Capacity Enhancement grant was deployed to support the following work:
- provision of small class teaching for the S4 diverse ability classes
 - provision of remedial programmes for the S3 and S4 students during the summer vacation
 - provision of clerical support for the implementation of School-based Assessment and Territory-wide System Assessment
 - preparation for the New Senior Secondary curriculum
 - provision of additional P.E. training for students during the summer vacation

5. **Staff Development**

5.1 Average time per teacher spent on continuous professional development activities in 2005 - 2006: 62 hours

5.2 Principal's continuous professional development:

Structured learning	170 hours
Action learning	59 hours
Service to educational bodies	51 hours
Total	280 hours

5.3 Two days were set aside for staff development activities in 2005 – 2006 for the discussion and formulation of the 3-year School Development Plan (2006 – 2009) and the 334 Action Plan (Year 1).

6. Financial Summary

	INCOME	EXPENDITURE
I. GOVERNMENT FUND		
(1) Operating Expenses Block Grant		
(a) General Domain		
<ul style="list-style-type: none"> • Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen) 	\$2,708,633.68	\$2,100,615.53
<ul style="list-style-type: none"> • School & Class Grant Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.) 	\$540,763.33	\$1,013,017.87
<ul style="list-style-type: none"> • Subject Grants (for various subjects) Expenses of subjects, functional groups and committees 	\$66,942.00	\$59,314.56
<ul style="list-style-type: none"> • Other Grants (including Training and Development Grant, Enhancement Grant, Lift Maintenance Grant, etc.) 	\$398,640.47	\$148,032.40
(b) Special Domain		
<ul style="list-style-type: none"> • Grants related to student support 	\$5,388.00	\$3,603.00
<ul style="list-style-type: none"> • Grants related to extensive reading 	\$25,296.00	\$20,236.58
<ul style="list-style-type: none"> • IT related grants 	\$371,830.50	\$287,655.00
<ul style="list-style-type: none"> • Additional Capacity Enhancement Grant 	\$632,408.00	
<ul style="list-style-type: none"> • Capacity Enhancement Grant Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers 	\$421,601.00	\$499,648.70
<ul style="list-style-type: none"> • Teacher Professional Preparation Grant 	\$420,000.00	
<ul style="list-style-type: none"> • Other Non-recurrent Grants 	\$724,629.27	\$806,741.10
(2) Composite Furniture and Equipment Grant	\$348,270.00	\$342,243.60
II. SCHOOL FUNDS (GENERAL FUNDS):		
<ul style="list-style-type: none"> • Tong Fai 	\$329,177.00	\$112,269.50
<ul style="list-style-type: none"> • Special Approved Collection 	\$177,000.00	\$98,376.00
<ul style="list-style-type: none"> • Donations 	\$46,500.00	\$33,400.00

Prepared by:

Endorsed by:

Mr. G. W. Au
Principal

Fr. John B. Tsang
Supervisor

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