

RAIMONDI COLLEGE SECONDARY SECTION



ANNUAL SCHOOL PLAN 2006 – 2007

Contents

- I. School Mission Statement
- II. Major Concerns and Long Term Vision
- III. Annual School Plan (2006/07)
- IV. Budget Summary

I. 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.

UNITY

PERSEVERANCE

LOVE

II. Major Concerns for 2006 - 2009

1. Building on strength in Pedagogical Development for Realizing the Vision of the New Academic Structure
2. Sustaining Whole Person Development and Helping students to Strive for Excellence
3. Cultivating a School Climate Consonant with the School’s Core Values of Unity, Perseverance and Love

Major Concerns for 2006-2007:

- 1. Building on Strength in Pedagogical Development of Realizing the Vision of the New Academic Structure**
 - Understanding, interpreting and constructing the New Senior Secondary (NSS) curriculum
 - Aligning curriculum, pedagogy and assessment with the 334 vision
 - Creating conditions for knowledge building
 - Optimizing teaching and learning through assessment for learning
- 2. Sustaining Whole Person Development and Helping Students to Strive for Excellence**
 - Merging the school’s expectations of students’ performance into their own personal goals
 - Promoting whole person development through the Student Learning Profile
 - Catering for students’ diverse needs in learning
- 3. Cultivating a School Climate Consonant with the School’s Core values of Unity, Perseverance and Love**
 - Capacity building through effective staff appraisal
 - Maintaining a safe, orderly and inviting school environment with an emphasis on student appearance, cleanliness and team spirit
 - Planning for the celebration of the school’s 50th anniversary

Long Term Vision:

- Unity (Whole-person Development)
- Perseverance (Life-long Learning)
- Love (Pupil-centredness)

III. Annual School Plan (2006/2007)

1. Major Concern: Building on Strength in Pedagogical Development for Realizing the Vision of the New Academic Structure

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1	Understanding, interpreting and constructing the New Senior Secondary (NSS) curriculum					
	(a) Understanding and interpreting the teaching curriculum of NSS subjects	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Over 70% of subject teachers have attended the relevant workshops/seminars Experience sharing on the teaching of NSS subjects to be held within the subject panels Initial planning on the allotment of teaching time and teaching sequence of NSS subjects 	<ul style="list-style-type: none"> Teachers' attendance in seminars/workshops Panel minutes Panel documents 	<ul style="list-style-type: none"> Mrs. L. Fan Subject panel heads/coordinators Subject teachers 	<ul style="list-style-type: none"> EMB Support from Staff Development Team Services procured from tertiary institutes and training organisations
	(b) Preparation for Liberal Studies	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> At least 4 teachers have attended training courses on L.S. Teachers concerned are able to employ inquiry/problem-based learning strategies in S1 	<ul style="list-style-type: none"> Panel minutes Panel documents Evaluation reports 	<ul style="list-style-type: none"> Mrs. L. Fan Ms T. Tsang (L.S. coordinator) Subject panels (Humanities, I.S., R.S.) 	<ul style="list-style-type: none"> EMB Support from Staff Development Team Services procured from tertiary institutes and training organizations
	(c) Constructing the school's NSS curriculum	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Curriculum restructuring to include core subjects, elective subjects, Other Learning Experiences and COS Completion of the first draft of the school's SS1-3 curriculum framework 	<ul style="list-style-type: none"> Minutes School documents 	<ul style="list-style-type: none"> Mrs. L. Fan (NSS coordinator) NSS Task Group CDC Subject panels 	<ul style="list-style-type: none"> EMB
1.2	Aligning curriculum, pedagogy and assessment with the 334 vision					
	(a) Exploring way(s) to align curriculum, pedagogy and assessment for NSS subjects	<ul style="list-style-type: none"> Staff development Day 	<ul style="list-style-type: none"> All teachers have attended the staff development workshop Preparation of materials on pedagogy and assessment strategy(ies) on ONE topic common to the current and the NSS subject syllabuses during the workshop 	<ul style="list-style-type: none"> Panel minutes Panel documents 	<ul style="list-style-type: none"> Subject panel heads/coordinators Subject teachers 	<ul style="list-style-type: none"> EMB
1.3	Creating conditions for knowledge building					
	(a) Consolidation of student-centred /interactive teaching strategies with the concept of knowledge building	<ul style="list-style-type: none"> Implementation: Whole year Review: June 07 	<ul style="list-style-type: none"> All teachers are able to apply student-centred/ interactive strategies/measures on at least ONE topic in their classroom teaching at a class level in junior and senior forms 	<ul style="list-style-type: none"> Inspection of students' work Panel minutes Evaluation reports Lesson observation reports 	<ul style="list-style-type: none"> Subject panel heads/coordinators Subject teachers 	<ul style="list-style-type: none"> Support from Staff Development Team Support from IT Team Services procured from tertiary institutes and training organisations

			<ul style="list-style-type: none"> Subject panels are able to develop a plan on trying out the student-centred /interactive teaching strategies/approaches across class level Teachers are able to <ul style="list-style-type: none"> enhance mutual collaboration foster a positive impact on students' learning 			
	(b) Professional development in knowledge building	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Participation in a teacher secondment scheme on knowledge building Participation of teachers in school-based staff development Programmes on knowledge building 	<ul style="list-style-type: none"> Report from EMB 	<ul style="list-style-type: none"> Principal Mr. E. Lee Staff Development Team 	<ul style="list-style-type: none"> Support from EMB Supply teacher
1.4	Optimizing teaching and learning through assessment for learning					
	(a) Consolidation of formative assessment	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> All teachers are able to apply formative assessment in their teaching All teachers are able to provide effective feedback to students and/or parents on students' progress 	<ul style="list-style-type: none"> Students' work Panel minutes Evaluation report 	<ul style="list-style-type: none"> Subject teachers Subject heads/ coordinators IT Team 	<ul style="list-style-type: none"> Support from Staff Development Team e-class system Services procured from tertiary institutes and training organisations
	(b) Developing rubrics for criterion- referenced assessment	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject panels are able to develop rubrics for at least one learning/teaching strategy Students are able to demonstrate learning skills according to the rubrics and requirements set by their teachers 	<ul style="list-style-type: none"> Panel minutes Panel documents Evaluation reports 	<ul style="list-style-type: none"> Subject heads/ coordinators Subject teachers 	<ul style="list-style-type: none"> Support from Staff Development Team Services procured from tertiary institutes and training organisations
	(c) Enhancing the effectiveness of summative assessment	<ul style="list-style-type: none"> First-term examination Final examination Whole year 	<ul style="list-style-type: none"> Teachers are able to set question paper with <ul style="list-style-type: none"> appropriate % of questions on different levels of thinking skills appropriate % of questions on the core and extension part of the examination syllabus At least 50% of subject panels develop a question bank via the e-class system 	<ul style="list-style-type: none"> Panel minutes Panel documents Examination evaluation reports Examination results 	<ul style="list-style-type: none"> Subject teachers Subject heads/ coordinators IT Team 	<ul style="list-style-type: none"> Support from Staff Development Team Services procured from tertiary institutes and training organizations e-class system
	(d) Promoting professional development in the Chinese Panel	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Participation in a QEF project on the development of portfolio approach in Chinese writing Experience sharing within the Chinese Panel 	<ul style="list-style-type: none"> QEF progress report 	<ul style="list-style-type: none"> Principal Ms A. Law 	<ul style="list-style-type: none"> QEF Project No.: 2005/0231 (\$222,800) 1 supply teacher
	(e) Promoting professional development in the Mathematics Panel	<ul style="list-style-type: none"> September – December 2006 	<ul style="list-style-type: none"> Completion of the "Variation for the Improvement of Teaching and Learning (VITAL)" project Collaboration in lesson preparation among panel members 	<ul style="list-style-type: none"> Meeting minutes Evaluation report Lesson observation Evaluation tools provided by HKIED 	<ul style="list-style-type: none"> Mr. P. M. Ho S2 Mathematics teachers 	<ul style="list-style-type: none"> HKIED

2. Major Concern: Sustaining Whole Person Development and Helping Students to Strive for Excellence

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1	Merging the school's expectations of students' performance into their own personal goals					
	(a) Formulating and communicating the school's expectations to students	<ul style="list-style-type: none"> September 2006 	<ul style="list-style-type: none"> The Principal and Assistant Principal/ Head Teachers conduct briefing session by forms for communicating the school's expectations on students' attitude towards their studies 	<ul style="list-style-type: none"> Collecting students' feedback by a questionnaire survey 	<ul style="list-style-type: none"> Principal Mr. T.M. Ip Mr. C.C. Mak 	
	(b) Encouraging students to set their personal goals	<ul style="list-style-type: none"> September & October 2006 	<ul style="list-style-type: none"> 50% of S1 students are able to formulate and make plans to achieve their goals 	<ul style="list-style-type: none"> Inspection of students' Student Learning Profile 	<ul style="list-style-type: none"> Mr. T.M. Ip Moral & Civic Education Team Class teachers 	
	(c) Implementation of the iPortfolio online system for recording and reporting students' learning experiences and achievements	<ul style="list-style-type: none"> September 2006 – September 2007 	<ul style="list-style-type: none"> All S1 students are able to use the iPortfolio online system programme to report their achievements Conduct one workshop for all S1 class teachers on the use the iPortfolio online system 	<ul style="list-style-type: none"> Inspection of students' work uploaded onto the iPortfolio account 	<ul style="list-style-type: none"> Mr. T.M. Ip IT Technician S1 class teachers 	<ul style="list-style-type: none"> \$9,000 (Charges for setting up 300 iPortfolio accounts)
	(d) Monitoring and helping the S1 students to review the progress in realizing their goals	<ul style="list-style-type: none"> October 2006 to May 2007 	<ul style="list-style-type: none"> Organize two class teacher periods and one presentation session for helping students review their work 	<ul style="list-style-type: none"> Inspection of students' work Feedback from S1 class teachers 	<ul style="list-style-type: none"> Moral and Civic Education Team 	
2.2	Promoting whole person development through the Student Learning Profile					
	(a) Dissemination of the outcomes and deliverables of the QEF project to other Catholic Diocesan Schools and obtain feedback	<ul style="list-style-type: none"> November 2006 	<ul style="list-style-type: none"> Conduct one experience sharing session for Principals and teachers of Catholic Diocesan Secondary Schools 	<ul style="list-style-type: none"> Presentation and sharing of learning experience by students of Raimondi College Feedback from Principals/teachers of other Catholic Diocesan Schools 	<ul style="list-style-type: none"> Mr. T.M. Ip Students of S1 and S6 	<ul style="list-style-type: none"> QEF Project No.: 2004/0767 (\$90,000)
	(b) Introduction of the Student Learning Profile and iPortfolio online system to parents, teachers and S1 students	<ul style="list-style-type: none"> August 2006 (parent orientation) September 2006 (student seminar) October 2006 (teacher workshop) 	<ul style="list-style-type: none"> Conduct one seminar each for parents, teachers and students of S1 to help them understand the functions of the iPortfolio online system 	<ul style="list-style-type: none"> Feedback from parents, students and teachers 	<ul style="list-style-type: none"> Mr. T.M. Ip Students of S1 and S6 	

	(c) Evaluation of the effectiveness of the iPortfolio online system and Student Learning Profile and making adjustments	<ul style="list-style-type: none"> • June 2007 	<ul style="list-style-type: none"> • 70% of S1 students upload their certificates for verification by teachers 	<ul style="list-style-type: none"> • Comments from parents, teachers and students on learning experiences displayed in the Student Learning Profile or iPortfolio account 	<ul style="list-style-type: none"> • Mr. T.M. Ip • IT technicians • Class teachers 	
2.3	Catering for student's diverse needs in learning					
	(a) Identification and analysis of the S1 – 3 students' problems in learning	<ul style="list-style-type: none"> • September 2006 – August 2007 	<ul style="list-style-type: none"> • Monthly supervision and evaluation of students' progress • Early detection of students' learning problems • Appropriate actions taken for handling students' problems in learning 	<ul style="list-style-type: none"> • Students' attendance records, assignment data and academic results 	<ul style="list-style-type: none"> • Mr. T.M. Ip • Discipline Master • Guidance Master • School Social Worker • Educational Psychologist • S1 – 3 Assistant Head Teachers 	
	(b) Arrangements for split class teaching in diverse ability classes at S4 & 5 levels	<ul style="list-style-type: none"> • Planning: June & July 2006 • Implementation: September 2006 – July 2007 	<ul style="list-style-type: none"> • Deploy extra resources to meet the needs of the students • Identification of the learning needs and weaknesses of target students • Exploration of effective teaching strategies for small class teaching 	<ul style="list-style-type: none"> • Analysis of students' results in tests and examination • Feedback from parents • Students' feedback both from target students and student helpers 	<ul style="list-style-type: none"> • Principal • Teachers concerned • Educational Psychologist 	<ul style="list-style-type: none"> • Additional temporary teachers
	(c) Bridging course for S3 students promoting to S4	<ul style="list-style-type: none"> • August 2007 	<ul style="list-style-type: none"> • 80% of target students restore their confidence in learning 	<ul style="list-style-type: none"> • Feedback from target students and student helpers • Assessment at the end of the course 	<ul style="list-style-type: none"> • Mr. T.M. Ip • Guidance Team • Educational Psychologist • School Social Worker 	
	(d) Summer remedial programme for S4 students promoting to S5	<ul style="list-style-type: none"> • August 2007 	<ul style="list-style-type: none"> • 80% of the target students restore their confidence in learning 	<ul style="list-style-type: none"> • Feedback from target students and student helpers • Assessment at the end of the course 	<ul style="list-style-type: none"> • Mr. T.M. Ip • School Social Worker • S5 students helpers 	

(e) Personal counselling and positive discipline plans for target students	<ul style="list-style-type: none"> September 2006 – August 2007 	<ul style="list-style-type: none"> Improvement in target students' motivation towards learning Improvement in students' behaviour 	<ul style="list-style-type: none"> Analysis of students' academic results Questionnaire survey 	<ul style="list-style-type: none"> Guidance Team School Social Worker 	
(f) Careers guidance	<ul style="list-style-type: none"> November 2006 & May 2007 	<ul style="list-style-type: none"> Organizing career visits for the target class Introducing COS courses to the target students Making referral of students to institutes running COS courses 	<ul style="list-style-type: none"> Observation of students' attitude towards COS 	<ul style="list-style-type: none"> Careers Team 	

3. Major Concern: Cultivating a School Climate Consonant with the School's Core Values of Unity, Perseverance and Love

	Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3.1	Capacity building through effective staff appraisal					
(a)	Revision of the Staff Appraisal Manual	<ul style="list-style-type: none"> August – September 2006 	<ul style="list-style-type: none"> A staff appraisal system that incorporates elements of professional development, accountability and communication 	<ul style="list-style-type: none"> Evaluation of the Principal's ability for capacity building by teachers 	<ul style="list-style-type: none"> Principal School Improvement Team 	<ul style="list-style-type: none"> Clerical Support
(b)	Appraisal interviews to align efforts of the teaching staff	<ul style="list-style-type: none"> 1st interview: September – October 2006 2nd interview: May – June 2006 	<ul style="list-style-type: none"> Seeking consensus on major concerns, strengths & weaknesses as well as school and personal targets Review of targets and overall performance appraisal 	<ul style="list-style-type: none"> Evaluation of the principal's ability in fostering team spirit by teachers 	<ul style="list-style-type: none"> Principal School Improvement Team 	<ul style="list-style-type: none"> Clerical Support
(c)	Lesson observation for fostering teachers' capacity for pedagogical development	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Conducting lesson observation for new teachers Conducting lesson observations for panel heads Conducting peer lesson observations by subject panels 	<ul style="list-style-type: none"> Lesson observation reports 	<ul style="list-style-type: none"> Principal Subject panel heads 	
(d)	Revision of the Code of Practice for teaching staff	<ul style="list-style-type: none"> August – September 2006 	<ul style="list-style-type: none"> Reinforcement of core values of the school, education profession and education ordinance/regulations 		<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Clerical Support

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
3.2	Maintaining a safe, orderly and inviting school environment with an emphasis on student appearance, cleanliness and team spirit					
	(a) Organizing campaigns for classroom cleanliness and promoting the spirit of self-discipline among students	<ul style="list-style-type: none"> September 2006 and February 2007 	<ul style="list-style-type: none"> All students are aware of the school's expectations of their roles in keeping the classrooms safe and orderly for learning 	<ul style="list-style-type: none"> Minutes of Discipline Team 	<ul style="list-style-type: none"> Moral and Civic Education Team Discipline Team Guidance Team Assistant Head Teachers Class Teachers 	
	(b) Conducting training workshops for students with behaviour problems	<ul style="list-style-type: none"> September 2006 – January 2007 	<ul style="list-style-type: none"> All problem students cooperate with the school and amend their behaviour in the classroom 	<ul style="list-style-type: none"> Monthly school discipline report 		One log book for each student
	(c) Implementation of the restoration and mediation programmes for fostering harmonious relationships and team spirit among students	<ul style="list-style-type: none"> October 2006 – November 2006 	<ul style="list-style-type: none"> All S1 – S3 students participate in the programme Senior form students serve as leaders 	<ul style="list-style-type: none"> Feedback from class teachers, Assistant Head Teachers and discipline teachers 		\$4,000 (Training Camp)
	(d) Renewing the school uniform <ul style="list-style-type: none"> grey trousers multi-purpose jacket 	<ul style="list-style-type: none"> Consultation: May – June 2006 Implementation: September 2006, December 2006 	<ul style="list-style-type: none"> Majority of the students like the new school uniform Majority of the students comply with the school's regulations on school uniform and general appearance 	<ul style="list-style-type: none"> Observation 		
3.3	Planning for the celebration of the school's 50th anniversary					
	(a) Preparation committee	<ul style="list-style-type: none"> July 2006 	<ul style="list-style-type: none"> Formation of a joint-section preparation committee 		<ul style="list-style-type: none"> Principal 	
	(b) Preparation committee meeting	<ul style="list-style-type: none"> December 2006, July 2007 	<ul style="list-style-type: none"> Formulation of the schedule for celebration activities 		<ul style="list-style-type: none"> Preparation committee members 	
	(c) Preliminary activities	<ul style="list-style-type: none"> January – March 2007 	<ul style="list-style-type: none"> Design of the 50th anniversary logo Fund-raising walkathon 		<ul style="list-style-type: none"> Ms. E. Ko Mrs. L. Fan & Student Union 	

IV. BUDGET SUMMARY

	<u>Expenditure</u>	
(A) Operating Expenses Block Grant (OEBG)		
(a) General Domain		
1. Administration	\$3,040,100.00	
2. Curriculum	\$260,040.00	
3. Extra-curricular Activities	\$83,700.00	
4. Student Affairs	\$54,250.00	
5. General Affairs	\$447,200.00	
(b) Special Domain	<u>\$29,570.00</u>	\$3,914,860.00
(B) Capacity Enhancement Grant (CEG)		
(a) Basic provision of CEG	\$512,500.00	
(b) Additional time-limited CEG	<u>\$680,000.00</u>	\$1,192,500.00
(C) Teacher Professional Preparation Grant (TPPG)		
1. Supply teacher for New Senior Secondary (NSS) Coordinator	\$220,000.00	
2. Employment of temporary teachers	\$440,000.00	
3. Service for professional development	<u>\$38,000.00</u>	\$698,000.00
(D) Composite Furniture & Equipment Grant (CFEG)	<u>\$820,730.00</u>	\$820,730.00
(E) Composite IT Grant (CITG)	<u>\$172,500.00</u>	\$172,500.00
(F) Service Centre Subsidy for Student Activities	<u>\$14,000.00</u>	\$14,000.00
(G) Service Centre Subsidy for Staff Activities	<u>\$28,000.00</u>	\$28,000.00

Prepared by:

Endorsed by:

Mr. G.W.Au
Principal

Fr. J. B. Tsang
Chairman
School Management Committee

Date: 11 October 2006