

RAIMONDI COLLEGE SECONDARY SECTION



SCHOOL DEVELOPMENT PLAN

2006 – 2009

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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. SWOT Analysis

Based on External School Review (ESR) Report (May 2004) and discussions during the Staff Development Seminar held on 13 December 2005.

1. Management and Organization

Strengths	Weaknesses
<p><u>Teachers’ opinions</u></p> <ul style="list-style-type: none"> • effective administration • strong leaders who can set attainable goals for teachers to achieve • harmonious and cooperative atmosphere • good staff relationship especially within the Chinese panel • high teacher morale • supportive principal • strong administration team • well-defined school missions, major concerns and school plans • friendly relationship among teachers • online recording system <p><u>ESR</u></p> <ul style="list-style-type: none"> • evidence-based self evaluation in place • strong SMC and professional leadership • comprehensive staff appraisal scheme • effective administration system • coherent mission, development plan, major concerns and programme plans 	<p><u>Teachers’ opinions</u></p> <ul style="list-style-type: none"> • occasional disputes among staff • harmonious atmosphere sometimes disturbed by disagreement among teachers • school administration is unable to motivate teachers and promote a co-operative environment • not all members of staff have the foresight and enthusiasm to support school policies • some school policies have been carried out without sufficient explanation • need to strengthen team spirit • lack of space and facilities • distribution of workload • school intranet not well established • middle management <p><u>ESR</u></p> <ul style="list-style-type: none"> • role of School Improvement Team not well-defined • role of middle managers • the school library was under utilized • format and contents of programme plans

2. Learning and Teaching

Strengths	Weaknesses
<p><u>Teachers' opinions</u></p> <ul style="list-style-type: none"> • students' language proficiency is good and can be further raised • students are confident and willing to learn • good student quality • a strong teaching team • teachers are enthusiastic in professional development • teachers are willing to try out new teaching methods <p><u>ESR</u></p> <ul style="list-style-type: none"> • curriculum goals aligned with aims of education • school-based curriculum innovations • provision of electives • promote constructivist mode of learning • compliance with MOI policy • teachers ask questions to stimulate students' thinking • a variety of classroom activities • positive student learning attitude • students with good communication skills • applies "assessment for learning" to align learning, teaching and assessment • development of continuous and formative assessment 	<p><u>Teachers' opinions</u></p> <ul style="list-style-type: none"> • academic performance, especially the less motivated students • diverse student ability • lacking a monitoring body on curriculum implementation • some students are not EMI-capable • ability to support the weaker students in learning <p><u>ESR</u></p> <ul style="list-style-type: none"> • supervisory role of CDC • some lessons are mainly teacher-led • inadequate attention for less competent students

3. Student Support

Strengths	Weaknesses
<p><u>Teachers' opinions</u></p> <ul style="list-style-type: none"> • ample student support measures • good communication with parents • adequate resources for whole person development • a friendly teacher-student relationship • adequate resources for whole person development <p><u>ESR</u></p> <ul style="list-style-type: none"> • clearly defined organization framework • developmental, preventive and remedial programmes • teachers have a shared vision • clear reward and punishment systems • value education 	<p><u>Teachers' opinions</u></p> <ul style="list-style-type: none"> • discipline not tough enough • students' image and appearance • students lack a sense of responsibility <p><u>ESR</u></p> <ul style="list-style-type: none"> • lack of strategic measures to assist the unmotivated students to restore their confidence in learning • assistance for junior form students in planning for their future paths

<ul style="list-style-type: none"> • co-class teachers • excellent school culture • strong sense of belonging • good link with PTA, Alumni Association and external organizations • work-related experience scheme • leadership training 	
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4. Student Performance

Strengths	Weaknesses
<p><u>Teachers' opinions</u></p> <ul style="list-style-type: none"> • active participation in outside competitions • recognition of students' non-academic achievements • on-line ECA recording system • improving HKCEE results <p><u>ESR</u></p> <ul style="list-style-type: none"> • students are amiable, co-operative, well disciplined and confident • friendly relationship with teachers and peers • competent student leaders • academic standard and value-added performance above territory norm • active participation in ECA • numerous prizes obtained from competitions 	<p><u>Teachers' opinions</u></p> <ul style="list-style-type: none"> • exposure for students in competitions and community activities • not adequate internal activities • dropping value-added performance • HKAL results dropped in 2005

5. Opportunities and Threats

Opportunities	Threats
<ul style="list-style-type: none"> • education reform • education innovatives due to curriculum reform • feeder linkage • able to gain parents' trust • EMI status • school location • reputation • strong support from parents and past students • celebration of the school's 50th anniversary in 2008 	<ul style="list-style-type: none"> • workload due to education reform • language benchmarking • using PTH to teach Chinese • lacking a genuine English-speaking environment • new senior secondary system • declining student population • losing bright students • feeder system affects quality of student intake • other schools are improving • new syllabuses and reporting system for Chinese and English in 2007

Opportunities	Threats
	<ul style="list-style-type: none"> • MOI policy – losing the EMI status • early admission scheme affects students' performance in HKAL • succession for senior and administrative teachers • demanding parents • bad societal influence • next round of External School Review

III. Major Concerns for 2006 – 2009

1. Building on Strength in Pedagogical Development for Realizing the Vision of the New Academic Structure
 - 1.1 Vision
 - 1.2 Paving the way for New Senior Secondary Curriculum
 - 1.3 Teacher professional preparation for the New Senior Secondary Curriculum
 - 1.4 Knowledge building approach to teaching and learning
 - 1.5 Fostering a language rich learning environment

2. Sustaining Whole Person Development and Helping Students to Strive for Excellence
 - 2.1 Student learning profile
 - 2.2 Goal setting and expectations
 - 2.3 Dealing with learning diversity

3. Cultivating a School Climate Consonant with the School's Core Values of Unity, Perseverance and Love
 - 3.1 Team building
 - 3.2 Maintaining a safe, orderly and inviting school environment
 - 3.3 Celebration of the school's 50th anniversary in 2008

Long Term Mission:

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

IV. School Development Plan (2006/07 – 2008/09)

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			06/07	07/08	08/09
<i>1. Building on Strength in Pedagogical Development for Realizing the Vision of the New Academic Structure</i>					
1.1 Vision	<ul style="list-style-type: none"> • Unpacking the vision • Building on strength 	<ul style="list-style-type: none"> • Changing views of knowledge & ways of learning to meet students' needs in 21st century • Goals of the 334 reform • Reflection on strengths of the school in curriculum, pedagogy and assessment • Aligning curriculum, pedagogy and assessment with the 334 vision 	√	√	
1.2 Paving the way for the New Senior Secondary (NSS) Curriculum	<ul style="list-style-type: none"> • Formation of the School Leadership Team for 334 • Communication with stakeholders • Link with outside bodies • Monitoring 	<ul style="list-style-type: none"> • Appointment of a NSS coordinator and team members • Formulation of the 334 Action Plan (2006 – 2009) • Students • Teachers • Parents • School Executive Committee • PTA • Alumni Association • School Management Committee • EMB • HKEAA • REO • Other schools • Evaluation • Adjustment 	√		
			√	√	√
			√	√	√
				√	√

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			06/07	07/08	08/09
1.3 Teacher professional preparation for the New Senior Secondary Curriculum	<ul style="list-style-type: none"> • Construction of the NSS curriculum • Understanding and interpreting the new curricular • Preparation for Liberal Studies (LS) • Support measures 	<ul style="list-style-type: none"> • Core subjects • Elective subjects • Career-oriented Studies • Other learning experiences • Timetabling • Panel heads • Subject teachers • Appointment of a LS Coordinator • Teacher training • Introduction of inquiry/problem-based learning at junior levels • Utilization of the Teacher Professional Preparation Grant (TPPG) • Employment of contract teachers and supply teachers • Setting up a teacher professional development fund for Liberal Studies • Whole-school staff development plan • Policy for handling surplus teachers 	√	√	
			√	√	√
			√	√	√
			√	√	√
1.4 Knowledge building approach to teaching and learning	<ul style="list-style-type: none"> • Conditions for knowledge building • Professional development for teachers • Building professional knowledge 	<ul style="list-style-type: none"> • Learning by doing (generic skills) • Self learning • Collaborative learning • Knowledge scaffolding • Application of knowledge to solve problems • Search for meaning • Talks, seminars or workshops by external experts or academics • Procuring services from tertiary institutes or training organizations • Creating, sharing and deepening teachers' professional knowledge through staff development activities at panel and school levels 	√		
			√	√	√
			√	√	√

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			06/07	07/08	08/09
1.5 Fostering a language rich learning environment	<ul style="list-style-type: none"> Maintaining as an EMI school Preparation for using PTH to teach Chinese 	<ul style="list-style-type: none"> Coordination with the Primary Section to meet the criterion on student ability All teachers concerned to meet the requirements on teacher capability Utilization of additional support for EMI school to enhance an English rich learning environment Chinese teachers to receive PTH training Chinese teachers to meet the PTH benchmark requirements 	√	√	√
2. Sustaining Whole Person Development and Helping Students to Strive for Excellence					
2.1 Student Learning Profile	<ul style="list-style-type: none"> QEF project on Student Learning Profile Implementation of the Student Learning Profile by stages Evaluation and adjustment 	<ul style="list-style-type: none"> Dissemination of the outcomes and deliverables of the QEF project to other Catholic Diocesan Schools and obtain feedback S1 S1 & 2 S1 - 3 Implementation at SS1 in September 2009 	√		
			√	√	√
			√	√	√
2.2 Goal setting and expectations	<ul style="list-style-type: none"> Setting of attainable targets for students' academic performance Encouraging students to flourish in whole person development Student Learning Profile 	<ul style="list-style-type: none"> Analysis of internal assessment data Establishing a correlation between internal marks and HKCEE grades for S4 & 5 Informing students of the school's expectations of their performance in HKCEE Online system for recording and reporting students' achievements Targets for student performance in non-academic areas Setting of personal goals for all-round development 	√	√	√
			√	√	√
			√	√	√

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			06/07	07/08	08/09
2.3 Dealing with learning diversity	<ul style="list-style-type: none"> • Identification and analysis of students' problems in learning • Support measures • Guidance support 	<ul style="list-style-type: none"> • Action research • Cultivating good learning habits in junior forms • Early detection of students with learning difficulties • Split class teaching for diverse ability classes • Post-examination teaching for S4 & 6 students • Summer remedial programmes for S4 students promoting to S5 and for S3 students promoting to S4 • Individual counseling • Discipline control • Careers advice • School social worker's service • Professional support from Educational Psychologist • Cooperation with parents 	√	√	√
3. Cultivating a School Climate Consonant with the School's Core Values of Unity, Perseverance and Love					
3.1 Team building	<ul style="list-style-type: none"> • Collaboration (individual level) • Partnership (panel & work group levels) • Learning community (committee & school levels) • Staff appraisal 	<ul style="list-style-type: none"> • Shared goals • Coordinated action • Common planning • Joint evaluation • Shared power • Initiative • Influence • Control • Giving & receiving • Mutual strengthening • Communication • Constructive feedback • Accountability • Support 	√	√	√

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			06/07	07/08	08/09
3.2 Maintaining a safe, orderly and inviting school environment	<ul style="list-style-type: none"> Organization of educational, developmental and remedial activities to foster desirable virtues for community living among students: team spirit, sense of responsibility, civic awareness, national identity, punctuality, cleanliness, decency, courtesy, consideration, mutual respect, interpersonal relationship, ... 	<ul style="list-style-type: none"> Life Education Programme Moral & Civic Education Programme Liberal Studies Morning assembly Talks Inter-class competitions Peer mediation Classroom management Discipline control Punitive and reward mechanisms 	√	√	√
3.3 Celebration of the school's 50 th Anniversary	<ul style="list-style-type: none"> Formation of the organizing committee Action plan for the celebration activities Evaluation 	<ul style="list-style-type: none"> Secondary Section Primary Section PTA Alumni Association Walkathon Thanksgiving mass Concert Reunion dinner Campus TV Exhibition School magazine 	√	√	√

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