

# **RAIMONDI COLLEGE SECONDARY SECTION**



## **SCHOOL REPORT**

### **2006 – 2007**

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# **1. Brief Introduction of the School**

## **1.1 School Mission Statement**

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

Consistent 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. Paul Wan Yiu Chung

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 2006 - 2007: 950

Total no. of teaching staff in 2006 - 2007: 56

## **1.6 Quality Assurance**

External School Review in March 2004

Focus Inspection on "Life Wide Learning" in July 2007

## 2. Major Concerns (Achievements and Reflection)

### 2.1 Building on Strength in Pedagogical Development for Realizing the Vision of the New Academic Structure

#### 2.1.1 Understanding, interpreting and constructing the New Senior Secondary (NSS) curriculum

##### (a) Understanding and interpreting the teaching curriculum of NSS subjects

- An introductory talk on the NSS curriculum and the school's implementation plan for teachers was held on 13 October 2006 (1<sup>st</sup> Staff Development Day).
- Most subject teachers have attended the relevant workshops or seminars.
- Experience sharing sessions on the teaching of NSS subjects were held within subject panels.
- Initial planning on the allotment of teaching time and teaching sequences of NSS subjects would be drafted in 2007-2008.

##### (b) Preparation for Liberal Studies

- Inquiry or problem based learning strategies related to Liberal Studies were introduced in the S1 curriculum as follows:

Subject	Strategy employed
Religious Studies	Learning profile
Integrated Science	Presentation of science-related local news
EPA	4P (Planning, Process, Presentation & Product) project learning
Geography	Issue-based teaching
History	Project learning (comparative approach)
Chinese History	Chinese culture elements
Life Education	Critical thinking skills

- 5 teachers have completed training courses on Liberal Studies.

##### (c) Constructing the school's NSS curriculum

- A school implementation programme, including the overarching operation principles and a 3-year action plan was formulated.
- The first draft of the school's SS1-3 curriculum framework was finalized.

#### 2.1.2 Aligning curriculum, pedagogy and assessment with the 334 vision

- An S1 parents' talk on the analysis of examination questions (English, Chinese, History and Geography) with an emphasis on the alignment of assessment objectives, teaching methods and learning skills was held on 3 February 2007 (Parents' Day).
- A workshop for teachers on helping students to set goals and the provision of quality feedback to students using rubrics was held on 13 October 2006 (1<sup>st</sup> Staff Development Day).
- A seminar for teachers on the implementation of formative assessment for fostering active learning using a collaborative lesson planning approach was held on 23 March 2007 (2<sup>nd</sup> Staff Development Day).

- The 3<sup>rd</sup> Staff Development Seminar held on 4 July 2007 was devoted to the sharing of good practices and ways to tackle obstacles based on information collected from peer lesson observations conducted throughout the year.
- Pilot schemes on school-based assessment were tried out by the Religious Studies (for S3) and Chinese (for S4) panels.

### 2.1.3 Creating conditions for knowledge building

#### (a) Consolidation of student-centred and interactive teaching strategies with the concept of knowledge building

- Student-centred/interactive teaching strategies used by teachers:

Strategy	Subject	Level
Concept map, Group discussion with presentation, Essay writing	Most subjects	All levels
Dictogloss	Integrated Science	S1, 2
	Biology	S3
	Chemistry	S3
Inquiry-based practical work	Chemistry	S4, 5, 6, 7
Project learning	Most subjects	All levels
4P project	EPA	S1, 2, 3
Integrated project	Physics	S3
	Chemistry	S3
	Biology	S3
Knowledge Forum	Integrated Science	S2
	Geography	S3, 6
Visit	Religious Studies	S1, 2, 3
	Business Studies	S6
Newspaper cutting	Integrated Science	S1
	Geography	S2, 3
Debate	English	All levels
	Chinese	S3, 4, 5
Interview	Religious Studies	S2
Prayer		S1, 2, 3, 4, 5
Service		S3
Reflection		S1, 2, 3
Online reading		English
Reading laboratory	English	S1, 2, 3, 4

#### (b) Professional development in knowledge building

- An introductory talk on the knowledge building approach to learning and teaching, with or without the use of IT, was held on 13 October 2006 (1<sup>st</sup> Staff Development Day).
- Meetings on curriculum tailoring and design of learning activities using Knowledge Forum were held by the Geography (for S3) and Integrated Science (for S2) panels.

#### 2.1.4 Optimizing teaching and learning through assessment for learning

- (a) Timely and effective feedback to students was facilitated via
  - tailored worksheets/exercises and quizzes (all subjects),
  - Teacher Assessment Scheme (S6 & 7 Physics, Chemistry, Biology),
  - Quiz star – an online assessment tool (Chemistry) and
  - assessment of learning behaviour and outcomes during lessons (Computer Literacy).
- (b) Developing rubrics for criterion-referenced assessment
  - A workshop for teachers on developing rubrics was held on 13 October 2006 (1<sup>st</sup> Staff Development Day).
  - The majority of the subject panels have started developing assessment rubrics for various teaching strategies.
- (c) Enhancing the effectiveness of summative assessment
  - Teachers were requested to set question papers with an appropriate percentage of questions on different levels of thinking skills as well as on the core and extension parts of the examination syllabus. Contextualized questions for grammar were employed by the English teachers.
  - The establishment of a question bank via the e-class system has yet to begin.
- (d) Promoting professional development in the Chinese panel: The Quality Education Fund project on the development of Chinese writing portfolio among primary and secondary students has facilitated
  - the coordination between Chinese teachers of the secondary and primary sections,
  - the school's attempt to improve the performance of the students in Chinese writing and
  - the use of the portfolio approach in teaching.
- (e) Promoting professional development in the Mathematics panel: The “Variation for the Improvement of Teaching and Learning (VITAL)” project has facilitated
  - collaborative lesson planning among panel members and
  - action research on teaching and learning.

## 2.2 Sustaining Whole Person Development and Helping Students to Strive for Excellence

### 2.2.1 Promoting whole person development through the Student Learning Profile

- (a) Quality Education Fund project on “Student Learning Profile”
  - The project was completed in December 2006.
  - An experience sharing session for principals and teachers of 11 Catholic Diocesan and Caritas Secondary Schools on student learning profiles was held on 14 December 2006.
  - A prototype of the Student Learning Profile was constructed, together with an iPortfolio online system for data input and editing.
- (b) Implementation of the Student Learning Profile in S1
  - Tasks accomplished

Month	Task
September 2006	Introduction of the Student Learning Profile to class teachers and students
	Introduction of the iPortfolio online system to class teachers

October 2006	Seminar to encourage students to set their personal goals and make plans to achieve them, as well as report their learning experiences and achievements in the Student Learning Profile
December 2006	Collecting feedback from parents, students and class teachers
May 2007	Demonstration of eProfile supplied by EMB: creating students' personal accounts, uploading information and presenting personal portfolios
May 2007	Review of student's progress in achieving personal targets set at the beginning of the school year
July 2007	4 students shared their reflection on "Other Learning Experiences"

(c) The way forward:

For students' greater benefit, teachers could give more specific and encouraging feedback to students in their reflective work as well as give suitable advice to help students develop in a balanced manner.

### 2.2.2 Catering for students' diverse needs in learning

(a) Identification and analysis of the S1-3 students' problems in learning

- The S1-3 students' performance in the first term examination was analyzed with the help of the Assistant Head Teachers.
- Some of the S1 students were found to be weak in English. The S1 remedial English programme was adjusted to meet their needs in learning through the medium of English.
- In addition to the problem of learning through the medium of English, some S2 students were found lacking in skills and planning for their studies. Peer coaching with the help of S4 students was applied to help a target group of S2 students.
- Some S3 students had difficulties in Mathematics and the science subjects. Additional human resources were deployed to provide remedial teaching for the target S3 students.

(b) Arrangements of split class teaching for diverse ability classes in S4 & 5:

Class	Subject
S4A	Chinese, English, Mathematics
S4D	Chinese, English, Mathematics, Chemistry
S5D	Chinese, English, Mathematics

(c) Summer remedial and enrichment programmes for S4 students being promoted to S5 were implemented in August 2007.

## **2.3 Cultivating a School Climate Consistent with the School's Core Values of Unity, Perseverance and Love**

### 2.3.1 Capacity building through effective staff appraisal

- (a) Revision of the Staff Appraisal Manual and Code of Practice for Teaching Staff
  - The Staff Appraisal Manual was revised to incorporate elements of professional development, communication and accountability.
  - The Code of Practice for Teaching Staff was revised to reinforce the core values of the school, professional conduct and the requirements of the education ordinance and regulations.
- (b) Appraisal interviews to align efforts of the teaching staff
  - The first round of appraisal interviews (conducted in September and October 2006) aimed at seeking consensus on major concerns, strengths and weaknesses as well as school and personal targets.
  - The second round of appraisal interviews (conducted in May and June 2007) reviewed targets set at the beginning of the school year as well as provided feedback for teachers on their overall performance and further professional development.
- (c) Lesson observation to foster teachers' capacity for pedagogical development
  - Lesson observations for newly employed teachers were conducted by the Principal in November 2006.
  - Lesson observations were focused on disseminating good classroom practices and helping teachers to reflect on the effectiveness of their teaching methods.

### 2.3.2 Maintaining a safe, orderly and inviting school environment with an emphasis on student appearance, cleanliness and team spirit

- Introductory talks by forms on school discipline were conducted in September 2006 to inform students of the school's expectations of their behaviour.
- Monthly inspections on school uniform and general appearance were conducted. The school switched to grey trousers in summer and a multi-purpose jacket was designed to replace the green blazer by stages.
- Disciplinary and guidance work was geared towards promoting punctuality and preventing bullying among students.
- The classroom cleaning campaign helped the junior form students cultivate the habit of keeping their classrooms safe, clean and orderly for learning. The Clean for Charity organized by the Community Youth Club in January 2007 contributed to reminding the students of their role in self-management.

### 2.3.3 Planning for the celebration of the school's 50th anniversary

- A preparation committee comprising principals and teachers of both the secondary and primary section was formed.
- A logo design competition was held in the first term and an official 50th anniversary logo has been produced.
- A fund-raising day was organized on 10 March 2007 to raise money for financing the celebration activities and for the future development of the school. The total amount raised was HK\$440,643.00.
- The list of celebration activities was finalized in April 2007.

### 3.1 2007 Hong Kong Advanced Level Examination

(i) Results of the best subjects:

Subject	Pass Percentage	Percentage of Grade A-C
Applied Mathematics (ASL)	84.2%	21.1%
Biology (AL)	87.5%	25.0%
Chemistry (AL)	87.5%	41.7%
Chemistry (ASL)	88.9%	38.9%
Chinese Language & Culture (ASL)	90.0%	20.0%
Computer Applications (ASL)	100%	55.0%
Economics (AL)	81.5%	33.3%
Mathematics & Statistics (ASL)	86.7%	23.3%
Physics (AL)	88.2%	32.4%
Pure Mathematics (AL)	93.3%	26.7%
Use of English (ASL)	98.8%	36.3%

(ii) Percentage of students meeting the minimum entrance requirements for local Bachelor's degree programmes: 75.0%

(iii) Percentage of students pursuing further studies (local and overseas): 96.25%

### 3.2 Early admission into tertiary institutes:

Cheng Chun Hin	University of HK
Tsang Siu Man Cary	University of HK
Yip Chi Fung	Chinese University of HK

### 3.3 2007 Hong Kong Certificate of Education Examination

(i) Results of the best subjects

Major Subject	Pass Percentage	Percentage of Grade A-C or Level 5*-4
Additional Mathematics	98.0%	59.2%
Biology	85.3%	50.0%
Chemistry	93.0%	51.0%
Chinese History	92.6%	25.9%
Computer & IT	96.2%	63.5%
Economics	92.8%	44.6%
English Language	98.6%	49.7%
History	87.5%	62.5%
Mathematics	97.2%	59.5%
Physics	89.1%	50.5%
Small Entry Subject		
Principles of Accounts	100%	50.0%
Putonghua	100%	100%
Visual Arts	100%	33.3%

All subjects have attained pass percentages higher than the corresponding Hong Kong average.

(ii) Percentage of students with 14 points or more from the best 6 subjects: 60.8%

(iii) Percentage of subject entries with Grade A – C and Level 5\* – 4 : 44.3%

**3.4** A focus inspection on Life Wide Learning was conducted in July 2007 by the Quality Assurance Division of the Education Bureau. In the inspection report it says

“The school emphasizes students’ whole person development. It adopts a whole school approach in providing students with Life Wide Learning (LWL) experiences. LWL experiences are organized both inside and outside school with good utilization of the community resources and support of PTA and Alumni. There is also close collaboration among subject panels and teams to enhance LWL, in taking care of students’ development in various aspects. The school also gives opportunities for the students to develop their potential and demonstrate their organizational power.”

#### **4. Capacity Enhancement**

**4.1** The Capacity Enhancement Grant was deployed to:

- procure services for the promotion of Religious & Moral Education,
- provide a bridging course on English as the medium of instruction for S1 entrants,
- provide a remedial English programme for S1 students,
- employ instructors for music, sports, speech and debate training, and
- procure services for maintaining a desirable learning environment.

**4.2** The Additional Time-Limited Capacity Enhancement Grant was mainly used to employ an additional teacher, a teaching assistant and an IT assistant. The additional manpower enabled the school to provide

- split-class teaching for S4 and S5,
- support for teachers in the implementation of School-based Assessment and Territory-wide System Assessment, and
- support for teachers in utilizing the school intranet for knowledge management and as a platform for learning and teaching

A professional development fund was set up to provide subsidies for teachers attending courses on Liberal Studies.

#### **5. Staff Development**

**5.1** Average time per teacher spent on continuous professional development activities in 2006 - 2007: 82.5 hours

**5.2** Principal’s continuous professional development:

Structured learning	170 hours
Action learning	36 hours
Service to educational bodies	49 hours
Total	255 hours

**5.3** 3 days were set aside for staff development activities in 2006-2007, which covered the following areas:

- understanding the NSS curriculum including the curriculum structure, assessment requirements, other learning experiences and applied learning,
- formulating the overarching principles and strategies in carrying out the 3-year School Development Plan,
- constructing assessment rubrics, and
- aligning learning, teaching and assessment.

**6. Financial Summary**

	<b>INCOME</b>	<b>EXPENDITURE</b>
<b>I. GOVERNMENT FUND</b>		
(1) Operating Expenses Block Grant		
(a) General Domain		
<ul style="list-style-type: none"> <li>• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen)</li> </ul>	\$2,766,394.00	\$2,159,974.51
<ul style="list-style-type: none"> <li>• School &amp; Class Grant Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.)</li> </ul>	\$556,863.08	\$1,140,002.80
<ul style="list-style-type: none"> <li>• Subject Grants (for various subjects) Expenses of subjects, functional groups and committees</li> </ul>	\$66,066.00	\$53,264.70
<ul style="list-style-type: none"> <li>• Other Grants (including Training and Development Grant, Enhancement Grant, Lift Maintenance Grant, etc.)</li> </ul>	\$293,444.83	\$163,461.80
(b) Special Domain		
<ul style="list-style-type: none"> <li>• Grants related to student support</li> </ul>	\$5,507.00	\$562.00
<ul style="list-style-type: none"> <li>• Grants related to extensive reading</li> </ul>	\$25,852.00	\$18,889.30
<ul style="list-style-type: none"> <li>• IT related grants</li> </ul>	\$312,215.00	\$238,360.78
<ul style="list-style-type: none"> <li>• Additional Capacity Enhancement Grant</li> </ul>	\$646,325.00	\$479,022.98
<ul style="list-style-type: none"> <li>• Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)</li> </ul>	\$430,879.00	\$368,610.00
<ul style="list-style-type: none"> <li>• Teacher Professional Preparation Grant</li> </ul>	\$420,000.00	\$726,650.06
<ul style="list-style-type: none"> <li>• Other Non-recurrent Grants</li> </ul>	\$247,620.00	\$156,320.00
(2) Composite Furniture and Equipment Grant	\$355,940.00	\$722,330.00
<b>II. SCHOOL FUNDS (GENERAL FUNDS):</b>		
<ul style="list-style-type: none"> <li>• Tong Fai</li> </ul>	\$319,389.00	\$215,550.00
<ul style="list-style-type: none"> <li>• 50<sup>th</sup> Anniversary Celebration</li> </ul>	\$445,443.00	\$131,013.8
<ul style="list-style-type: none"> <li>• Donations</li> </ul>	\$139,500.00	\$30,800.00

Prepared by:

Endorsed by:

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Mr. G. W. Au  
Principal

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Fr. John B. Tsang  
Supervisor

Date: 5 October 2007