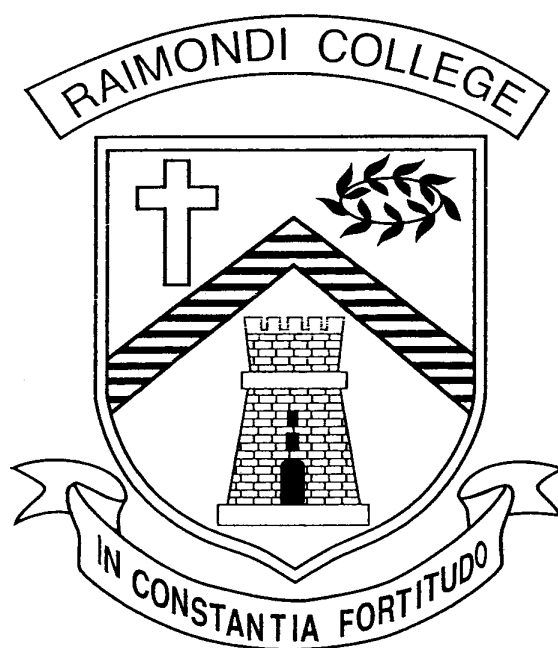


# **RAIMONDI COLLEGE SECONDARY SECTION**



## **ANNUAL SCHOOL PLAN 2008 – 2009**

# **Contents**

- I. School Mission Statement
- II. Major Concerns and Long Term Vision
- III. Annual School Plan (2008/09)
- IV. Budget Summary

## **I. 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.

*UNITY*

*PERSEVERANCE*

*LOVE*

## **II. Major Concerns for 2008 - 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 consistent with the school’s core values of Unity, Perseverance and Love

### ***Major Concerns for 2008-2009***

#### **1. Building on strength in pedagogical development for realizing the vision of the New Academic Structure**

- 1.1 Paving the way for the implementation of the New Senior Secondary Curriculum
  - Finalising teaching schedules of the NSS subjects for use in 2009-2010
  - Preparing learning and teaching materials for the NSS subjects
  - Running a pilot scheme on Independent Enquiry Study relating to Liberal Studies
- 1.2 Reinforcing the Knowledge Building approach in Teaching and Learning
  - Fostering the concept of self-directed learning among students
  - Nurturing higher-order thinking skills through ‘Problem-based Learning’ and ‘Issue-based Enquiry’ strategies
- 1.3 Preparing teachers for the New Senior Secondary Curriculum
  - Understanding students’ needs in learning under the new curriculum
  - Reflecting on the vision of teaching in the NSS era

#### **2. Sustaining whole person development and helping students to strive for excellence**

- 2.1 Guiding students to attain an all-round development through the integration of extracurricular activities (ECA), other learning experiences (OLE) and the Student Learning Profile (SLP)
- 2.2 Adopting a whole school approach to strengthen classroom management for fostering a class atmosphere conducive to learning
- 2.3 Employing action research strategies to further boost students’ academic achievements

#### **3. Cultivating a school climate consistent with the school’s core values of Unity, Perseverance and Love**

- 3.1 Facilitating conversion and renovation works due to the extension of school premises
- 3.2 Making due preparations for the gradual migration to co-education
- 3.3 Formulating the School Development Plan for 2009-2012

#### ***Long Term Vision:***

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

### III. Annual School Plan (2008/2009)

#### 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
<b>1.1</b>	<b>Paving the way for the implementation of the New Senior Secondary Curriculum</b>					
	(a) Finalising teaching schedules of the NSS subjects for use in 2009-2010	<ul style="list-style-type: none"> <li>May 2009</li> </ul>	<ul style="list-style-type: none"> <li>Finalised teaching schedules of the NSS subjects are ready for use in 2009-2010</li> </ul>	<ul style="list-style-type: none"> <li>Panel minutes</li> <li>Panel documents</li> </ul>	<ul style="list-style-type: none"> <li>Subject panel heads / coordinators</li> </ul>	
	(b) Preparing learning and teaching materials for the NSS subjects	<ul style="list-style-type: none"> <li>May 2009 – August 2009</li> </ul>	<ul style="list-style-type: none"> <li>All subject panels develop a resource bank of learning and teaching materials for the NSS subjects via the e-class system</li> </ul>	<ul style="list-style-type: none"> <li>e-class system</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Subject panel heads / coordinators</li> </ul>	<ul style="list-style-type: none"> <li>e-class system</li> <li>Support from IT team</li> </ul>
	(c) Running a pilot scheme on Independent Enquiry Study relating to Liberal Studies	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>S3 students are able to formulate their group IES topics on a specified theme of enquiry, collect background information, set researchable questions, plan the methodology of research, and present their plans to the whole class</li> </ul>	<ul style="list-style-type: none"> <li>Panel minutes</li> <li>Panel documents</li> <li>Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>LS panel</li> </ul>	<ul style="list-style-type: none"> <li>Support from EDB</li> </ul>
<b>1.2</b>	<b>Reinforcing the Knowledge Building approach in Teaching and Learning</b>					
	(a) Fostering the concept of self-directed learning among students	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to acquire certain information skills (e.g. searching the Internet, WiseNews, etc.)</li> <li>Formulation of plans by subject panels and school library on 'reading to learn' strategies to enhance students' capacity for life-long learning and whole person development</li> <li>Adoption of a wide range of learning and teaching strategies (e.g. project, Knowledge Forum, debate, role-play, group discussion) to bring self-directed learning experience into practice</li> </ul>	<ul style="list-style-type: none"> <li>Panel minutes</li> <li>Panel documents</li> <li>Inspection of students' work</li> <li>Lesson observation reports</li> <li>Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Subject panel heads / coordinators</li> <li>School library</li> </ul>	<ul style="list-style-type: none"> <li>Services procured from training organizations</li> <li>Support from HKU</li> <li>Additional Support for EMI Schools</li> </ul>
	(b) Nurturing higher-order thinking skills through 'Problem-based Learning' and 'Issue-based Enquiry' strategies	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Use of graphic organizers (e.g. concept maps) by students to depict ideas and the links between them, to generate ideas, communicate complex ideas, integrate newly learned and prior knowledge, as well as by</li> </ul>	<ul style="list-style-type: none"> <li>Panel minutes</li> <li>Panel documents</li> <li>Inspection of students' work</li> <li>Lesson observation reports</li> <li>Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> <li>Subject panel heads / coordinators</li> </ul>	

			<p>teachers to assess students' understanding and diagnose their misconceptions</p> <ul style="list-style-type: none"> <li>• Students are able to search for information from various sources (e.g. books, magazines, newspapers, the internet, WiseNews) and to organise it</li> <li>• Sufficient meaningful learning contexts are provided by teachers for issue-based learning</li> <li>• Teachers posing open-ended / authentic / real-life problems to students, so that students are required to decode questions and solve problems by applying thinking skills and/or working cooperatively in a group</li> </ul>			
<b>1.3</b>	<b>Preparing teachers for the New Senior Secondary Curriculum</b>					
	(a) Understanding students' needs in learning under the new curriculum	<ul style="list-style-type: none"> <li>• November 2008</li> <li>• Whole year</li> <li>• May 2009 – July 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting survey for understanding students' choice under the proposed NSS curriculum</li> <li>• Communicating with parents and students on the school's NSS curriculum planning</li> <li>• Formulation of plans by subject panels to cater for learner diversity under the NSS curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Observation and feedback from participants</li> <li>• Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• NSS task group</li> <li>• Careers Team</li> </ul>	
	(b) Reflecting on the vision of teaching in the NSS era	<ul style="list-style-type: none"> <li>• September 2008 – October 2008</li> <li>• Staff development seminar</li> </ul>	<ul style="list-style-type: none"> <li>• All subject panels develop a plan for NSS professional development</li> <li>• Staff development programme on self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Panel meetings</li> <li>• Panel documents</li> <li>• Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Subject panels / coordinators</li> <li>• Staff Development Team</li> </ul>	<ul style="list-style-type: none"> <li>• Services procured from training organisations</li> </ul>

## 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
<b>2.1</b>	<b>Guiding students to attain an all-round development through the integration of extracurricular activities (ECA), other learning experience (OLE) and the Student Learning Profile (SLP)</b>					
	(a) Developing a reporting system that compiles S1 to S3 students' extracurricular activities (ECA) records and reflects their other learning experiences (OLE)	<ul style="list-style-type: none"> <li>September 2008 – May 2009</li> </ul>	<ul style="list-style-type: none"> <li>A guideline listing criteria for entering information in the Student Learning Profile for students' use</li> </ul>	<ul style="list-style-type: none"> <li>Students' and class teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Mr. T.M. Ip and ECA Committee</li> </ul>	<ul style="list-style-type: none"> <li>WEBSAMS system</li> </ul>
	(b) Preparing a SLP for all S3 students that records their ECA awards and OLE gained throughout their junior secondary school life	<ul style="list-style-type: none"> <li>June 2009</li> <li>July 2009</li> </ul>	<ul style="list-style-type: none"> <li>All S3 students are able to produce their own SLP at the end of school year that includes their ECA achievements and OLE gained throughout their junior secondary studies</li> <li>A SLP report card for S3 students by WEBSAMS</li> </ul>	<ul style="list-style-type: none"> <li>Students' and class teachers' feedback</li> </ul>	<ul style="list-style-type: none"> <li>Mr. T.M. Ip and ECA Committee</li> </ul>	
<b>2.2</b>	<b>Adopting a whole school approach to strengthen classroom management for fostering a class atmosphere conducive to learning</b>					
	(a) Defining role and responsibility in a classroom setting	<ul style="list-style-type: none"> <li>August and September 2008</li> </ul>	<ul style="list-style-type: none"> <li>All teachers are able to understand their roles as class teachers at the end of the Staff Development Programme, and communicate clearly their expectations to students during the Class Teacher Period at the beginning of the school year</li> </ul>	<ul style="list-style-type: none"> <li>Feedback collected during and after the First Staff Development Programme</li> </ul>	<ul style="list-style-type: none"> <li>Mr. T.M. Ip, Mr. D. Chung and Ms. A. Lam (School-based Educational Psychologist)</li> </ul>	
	(b) Strengthening pupil-pupil and pupil-teacher relationships that promote a sense of belonging among students	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers are able to:               <ol style="list-style-type: none"> <li>form teams and assign duties to students in their classes</li> <li>promote an atmosphere of mutual understanding and support among students</li> <li>engage students in moral and spiritual reflections</li> <li>establish class routines and constitute behavioural agreement</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire survey (APASO)</li> <li>Participation rate of classes in various ECA activities</li> <li>Evaluation reports of Moral &amp; Civic Education Team</li> <li>Discipline monthly report</li> <li>Feedback from teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>Moral and Civic Education Team</li> <li>Class teachers and subject teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>\$7,800 (\$300 each class, total 26 classes) for classroom decoration</li> </ul>
	(c) Adopting a positive discipline approach to ensure an orderly classroom climate conducive to learning	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration of school discipline teachers, class teachers and subject teachers to identify students with behavioural problems</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation report of Discipline Team</li> <li>Discipline monthly report</li> </ul>	<ul style="list-style-type: none"> <li>Guidance and Discipline Team</li> </ul>	

2.3	Employing action research strategies to further boost students' academic achievements					
(a)	Helping the S1 new students and target junior form students to master their learning effectively	<ul style="list-style-type: none"> <li>November 2008– February 2009</li> </ul>	<ul style="list-style-type: none"> <li>Interviews with target students</li> <li>Developing and implementing action plans for target students</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of findings among researchers</li> <li>Evaluation and analysis of students' assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Mr. T.M. Ip, Mr. D. Chung , Assistant Head Teachers, Mr. L.C. Fung (School Social Worker) and subject teachers concerned</li> </ul>	<ul style="list-style-type: none"> <li>CEG \$3,000</li> </ul>
(b)	Setting up a tutorial scheme for S4 students in: Chinese Language, English Language and Mathematics	<ul style="list-style-type: none"> <li>August 2008 – July 2008</li> </ul>	<ul style="list-style-type: none"> <li>Identifying students for the tutorial lessons</li> <li>Smooth running of the tutorial lessons</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of target students</li> <li>Evaluation and analysis of target students' assessment data</li> </ul>	<ul style="list-style-type: none"> <li>Mr. T.M. Ip, S4 subject teachers concerned and subject panels</li> </ul>	
(c)	Improving learning habits of S5 students through action research	<ul style="list-style-type: none"> <li>August 2008</li> <li>September 2008</li> </ul>	<ul style="list-style-type: none"> <li>Interview with S5 students who succeed in gaining outstanding achievements</li> <li>Sharing the findings collected in interviews with all S5 students during class teacher periods</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from S5 class teachers and subject teachers concerned</li> <li>Evaluation reports of student assessment results</li> </ul>	<ul style="list-style-type: none"> <li>Mr. T.M. Ip, Mr. L.C. Fung, S5 class teachers and subject panels</li> </ul>	

### 3. Major Concern: Cultivating a School Climate Consistent 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	Facilitating conversion and renovation works due to the extension of school premises					
(a)	Provision of basic facilities in the extended school premises	<ul style="list-style-type: none"> <li>July &amp; August 2008</li> </ul>	<ul style="list-style-type: none"> <li>Installation of p.a. and bell system</li> <li>Renovation of classrooms</li> <li>Extension of LAN</li> <li>Establishment of changing rooms</li> <li>Establishment a canteen area</li> <li>Conversion of toilets</li> </ul>	<ul style="list-style-type: none"> <li>Progress and inspection reports</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Y. M. Yeung (i/c), Mr. T. Lau, Mr. K. L. Sung, Mr. K. K. Lam, Mr. K. H. Tam</li> </ul>	<ul style="list-style-type: none"> <li>\$150,000.00</li> <li>\$1,000,000.00</li> <li>\$70,000.00</li> <li>\$500,000.00</li> <li>\$40,000.00</li> <li>\$900,000.00</li> </ul>
(b)	Conversion and improvement works	<ul style="list-style-type: none"> <li>During long holidays</li> </ul>	<ul style="list-style-type: none"> <li>Computer Assisted Learning Room</li> <li>IS Laboratory</li> <li>Art &amp; Design Room</li> <li>Music Room</li> <li>Home Management Room</li> <li>Staff Room</li> <li>Library</li> <li>Geography Room</li> </ul>	<ul style="list-style-type: none"> <li>Progress and inspection reports</li> </ul>	<ul style="list-style-type: none"> <li>Mr. Y. M. Yeung (i/c), Mr. T. Lau, Mr. S. K. Wong, Ms. E. Ko, Ms. C. Chan, Mr. K. K. Lam, Ms. S. P. Ngo</li> </ul>	<ul style="list-style-type: none"> <li>\$350,000.00</li> <li>\$720,000.00</li> <li>\$240,000.00</li> <li>\$230,000.00</li> <li>\$270,000.00</li> <li>\$140,000.00</li> <li>\$280,000.00</li> <li>\$150,000.00</li> </ul>

<b>3.2</b>	<b>Making due preparations for the gradual migration to co-education</b>				
	(a) Promotional activities	<ul style="list-style-type: none"> <li>September – December 2008</li> </ul>	<ul style="list-style-type: none"> <li>Sending school brochure to primary schools</li> <li>Visiting some primary schools</li> <li>Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>Feedback form primary school</li> <li>S1 Discretionary Place Application</li> </ul>	<ul style="list-style-type: none"> <li>Mr. G. W. Au</li> <li>Ms. D. Chong</li> </ul>
	(b) Helping the S1 and S6 female students to adapt to the school environment	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>School regulations and uniform</li> <li>Assigning class teachers</li> <li>Support for learning</li> <li>Support for ECA</li> <li>Provision of guidance and counselling</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers</li> <li>Assessment data</li> <li>Performance in ECA</li> </ul>	<ul style="list-style-type: none"> <li>Mr. T. M. Ip, Ms. D. Chong, Ms. W. Chiu</li> <li>Mr. G. W. Au</li> <li>Ms. D. Chong</li> <li>Mr. L. Yeung</li> <li>Mr. D. Chung</li> </ul>
<b>3.3</b>	<b>Formulating the School Development Plan for 2009-2012</b>				
	(a) Preparation work	<ul style="list-style-type: none"> <li>September – October 2008</li> </ul>	<ul style="list-style-type: none"> <li>Collection of teachers' opinions and suggestions during the first appraisal interviews</li> </ul>	<ul style="list-style-type: none"> <li>Self-evaluation records</li> </ul>	<ul style="list-style-type: none"> <li>Mr. G. W. Au</li> </ul>
	(b) Discussion and drafting of major concerns for 2009-2012	<ul style="list-style-type: none"> <li>March 2009</li> </ul>	<ul style="list-style-type: none"> <li>Staff Development seminar to conduct a SWOT analysis</li> <li>Drafting of major concerns</li> </ul>	<ul style="list-style-type: none"> <li>SWOT analysis report</li> </ul>	<ul style="list-style-type: none"> <li>Mr. G. W. Au</li> <li>Staff Development Team</li> </ul>
	(c) Endorsement of School Development Plan	<ul style="list-style-type: none"> <li>May – June 2009</li> </ul>	<ul style="list-style-type: none"> <li>By teaching staff</li> <li>By School Executive Committee (SEC)</li> <li>By School Management Committee (SMC)</li> </ul>	<ul style="list-style-type: none"> <li>Consensus on the major concerns</li> </ul>	<ul style="list-style-type: none"> <li>Mr. G. W. Au</li> <li>SEC</li> <li>SMC</li> </ul>
	(d) Reinforcing School Self-Evaluation	<ul style="list-style-type: none"> <li>Second term</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the new School Development &amp; Accountability Framework</li> <li>Trial run of new evaluation tools : Performance Indicators (PI), Key Performance Measures (KPM) and Stakeholder Survey (SHS)</li> </ul>	<ul style="list-style-type: none"> <li>Internal audit by School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li>School Administration Committee</li> <li>School Improvement Team</li> </ul>

#### IV. BUDGET SUMMARY

	<u>Expenditure</u>	
(A) Operating Expenses Block Grant (OEBG)		
(a) General Domain		
1. Administration	\$3,598,920.00	
2. Curriculum	\$302,450.00	
3. Extra-curricular Activities	\$228,800.00	
4. Student Affairs	\$57,800.00	
5. General Affairs	\$871,700.00	
(b) Special Domain	<u>\$29,579.00</u>	\$5,080,249.00
(B) Capacity Enhancement Grant (CEG)		
1. Employment of additional staff	\$630,000.00	
2. Hire of instructors	\$195,300.00	
3. English proficiency programmes	\$90,000.00	
4. Procurement of services	<u>\$28,000.00</u>	\$943,300.00
(C) Teacher Professional Preparation Grant (TPPG)		
1. Supply teacher for New Senior Secondary (NSS) Coordinator	\$250,000.00	
2. Employment of temporary teachers	<u>\$250,000.00</u>	\$500,000.00
(D) Composite Furniture & Equipment Grant (CFEG)		\$517,120.00
(E) Composite IT Grant (CITG)		\$290,000.00
(F) Service Centre Subsidy for Student Activities		\$14,000.00
(G) Service Centre Subsidy for Staff Activities		\$28,000.00
(H) Support Scheme to Schools in Using Putonghua to Teach Chinese Language Subject		
1. Employment of a contract teacher	\$335,000.00	
2. Employment of supply teachers	<u>\$50,000.00</u>	\$385,000.00

Prepared by:

Endorsed by:

---

Mr. G.W.Au  
Principal

---

Fr. J. B. Tsang  
Chairman  
School Management Committee

Date: 10 October 2008