

RAIMONDI COLLEGE SECONDARY SECTION



ANNUAL SCHOOL PLAN 2009 – 2010

Contents

- I. School Mission Statement
- II. Major Concerns and Long Term Vision
- III. School Structure
- IV. Annual School Plan (2009/10)
- V. 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 2009 - 2012

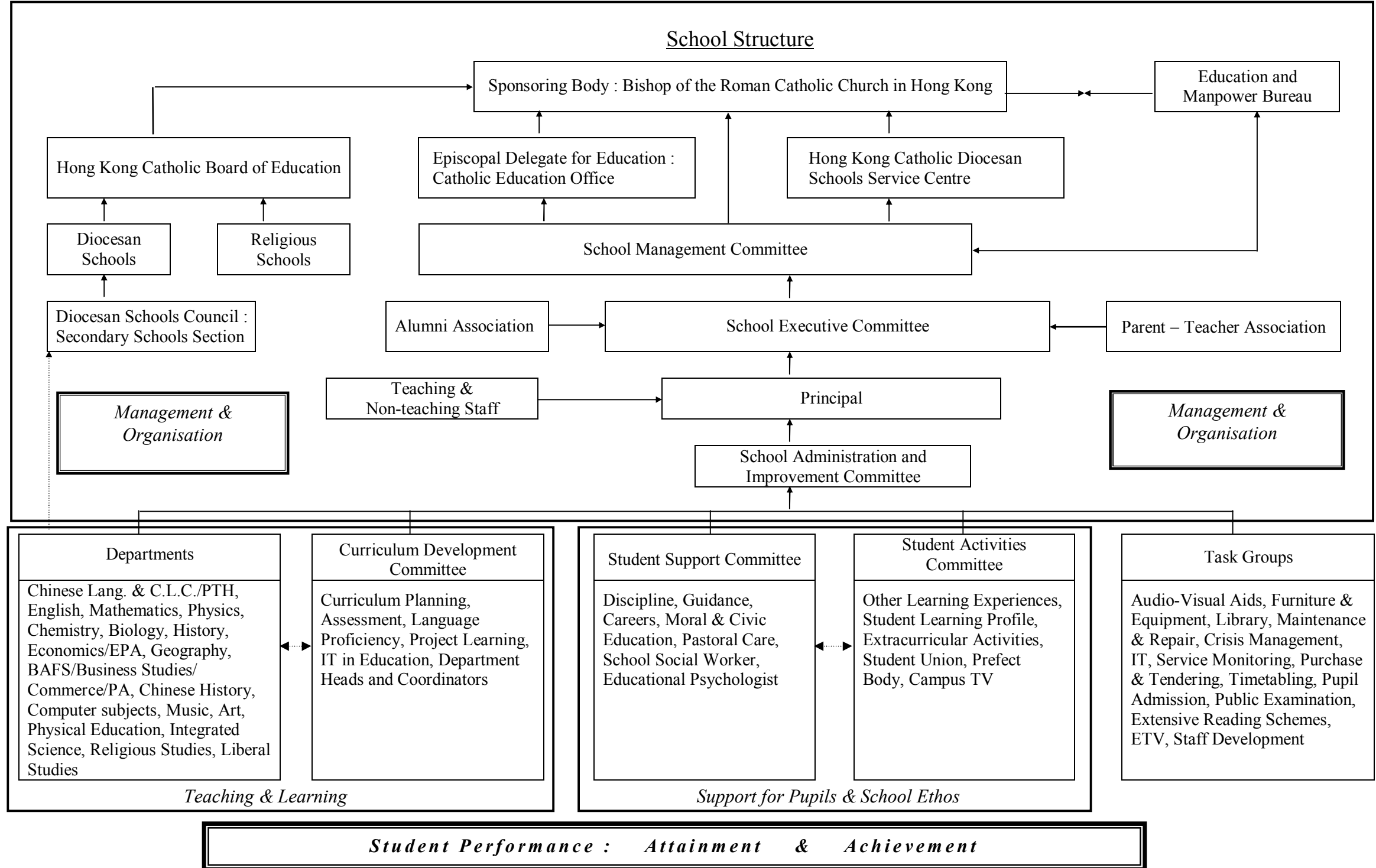
1. Cultivating students’ capacity for self-directed learning under the New Senior Secondary (NSS) Curriculum by adopting a pupil-centred approach to teaching
2. Providing effective support for students’ whole-person development and lifelong education
3. Enhancing school self-evaluation and professional development for further sustainable improvement

Major Concerns for 2009-2010

- 1. Cultivating students’ capacity for self-directed learning under the New Senior Secondary (NSS) curriculum by adopting a pupil-centred approach to teaching**
 - 1.1 Aligning learning, teaching and assessment with the NSS requirements using the Knowledge Building Model
 - 1.2 Monitoring the progress of the implementation of the NSS curriculum with special attention to Liberal Studies and other new subjects
 - 1.3 Strengthening students’ language and thinking skills through the junior secondary curriculum
- 2. Providing effective support for students’ whole-person development and lifelong education**
 - 2.1 Adopting a proactive strategy to promote mutual respect and an anti-drug, bully-proof school environment
 - 2.2 Implementing co-curricular programmes comprising Other Learning Experiences (OLE) and Student Learning Profile (SLP)
 - 2.3 Developing a school-based Special Educational Needs (SEN) programme with a gifted education element
- 3. Enhancing school self-evaluation and professional development for further sustainable improvement**
 - 3.1 Making preparations for the External School Review (ESR) to be held in 2009 – 2010
 - 3.2 Refining the functions of the School Improvement Team (SIT) for continuous school improvement
 - 3.3 Providing support for teachers to manage changes through professional development programmes and other administrative measures

Long Term Vision:

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



IV. Annual School Plan (2009-2010)

1. Major Concern: Cultivating students' capacity for self-directed learning under the New Senior Secondary (NSS) curriculum by adopting a pupil-centred approach to teaching

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1	Aligning learning, teaching and assessment with the NSS requirements using the Knowledge Building Model					
	(a) Establishing Planning-Implementation-Evaluation (PIE) folders by subject panels	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject coordinators understand the PIE process PIE folders are used to tackle problems 	<ul style="list-style-type: none"> PIE folders 	<ul style="list-style-type: none"> Subject coordinators 	
	(b) Running a pilot scheme on collaborative lesson preparation using the knowledge building model	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Lesson preparation periods are assigned for S4 Liberal Studies, S5 Chinese and S1-2 Chinese (Putonghua as Medium of Instruction) Teachers concerned are able to determine the nature of the problems, devise appropriate strategies and evaluate the effectiveness of learning and teaching 	<ul style="list-style-type: none"> Panel minutes Panel documents (e.g. lesson plans) PIE folders Inspection of students' work 	<ul style="list-style-type: none"> Subject coordinators concerned Subject teachers concerned 	
	(c) Peer lesson observation and experience sharing on the knowledge building model	<ul style="list-style-type: none"> September 2009 – March 2010 	<ul style="list-style-type: none"> Subject coordinators are able to map students' learning outcomes according to the NSS requirements At least ONE element of the knowledge building model is tried out for peer lesson observation Experience sharing during panel meetings and 2nd Staff Development Seminar 	<ul style="list-style-type: none"> Panel minutes Lesson observation reports Lesson plans PIE folders 	<ul style="list-style-type: none"> Subject coordinators All teachers 	<ul style="list-style-type: none"> Support from School Administration and Improvement Team
	(d) Consolidating the practice of Assessment for Learning	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Teachers are able to make good use of appropriate assessment tools for effective learning and teaching Teachers are able to improve the effectiveness of learning and teaching through continuous and formative assessment as well as feedback to students Learning problems are diagnosed and respective strategies are formulated according to the analysis of assessment data 	<ul style="list-style-type: none"> Panel minutes Panel documents Evaluation reports 	<ul style="list-style-type: none"> School Administration and Improvement Team Curriculum Development Committee Subject coordinators 	<ul style="list-style-type: none"> Support from School Administration and Improvement Team

1.2	Monitoring the progress of the implementation of the NSS curriculum with special attention to Liberal Studies and other new subjects					
	(a) Split class arrangement for Liberal Studies	<ul style="list-style-type: none"> • August 2009 	<ul style="list-style-type: none"> • 4 S4 classes are divided into 6 groups for the study of Liberal Studies 	<ul style="list-style-type: none"> • Timetable 	<ul style="list-style-type: none"> • NSS coordinator • Timetabling team • Liberal Studies coordinator 	
	(b) Medium of Instruction (MOI) for Liberal Studies	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • 2 EMI and 4 CMI groups are formed • Examination papers are set in both English and Chinese 	<ul style="list-style-type: none"> • Examination papers • Assessment data 	<ul style="list-style-type: none"> • NSS coordinator • Liberal Studies coordinator • Liberal Studies teachers 	
	(c) Promoting civic awareness through cross-curricular cooperation	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Learning activities on current issues are included in Liberal Studies, English and Religious Studies lessons 	<ul style="list-style-type: none"> • Learning and Teaching materials • Panel minutes 	<ul style="list-style-type: none"> • Teachers concerned 	
	(d) Coordination work relating to some NSS subjects	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • The needs, opportunities and problems of the subjects Ethics & Religious Studies, Physical Education, Visual Arts and Music are explored • The 9th periods are assigned to make the 4th electives feasible 	<ul style="list-style-type: none"> • Minutes • Timetable 	<ul style="list-style-type: none"> • Curriculum Development Committee • NSS coordinator • Subject coordinators concerned • Timetabling team 	
1.3	Strengthening students' language and thinking skills through the junior secondary curriculum					
	(a) Facilitating an English-language environment through the English corner	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Routine operation of the English corner throughout the year • The facilities and resources of the English corner are enriched • Active participation of the students in the English corner • Students enjoy learning English leisurely 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • English panel head • Native English-speaking teacher 	<ul style="list-style-type: none"> • Support from English panel • Support from English Society
	(b) English bridging course for S1 entrants and English remedial course for junior secondary students	<ul style="list-style-type: none"> • Summer 2009 • September – December 2009 	<ul style="list-style-type: none"> • An average of 90% attendance rate • The strengths and weaknesses of the students in English are identified for follow-up actions 	<ul style="list-style-type: none"> • Evaluation report 	<ul style="list-style-type: none"> • Programmer coordinator • Convenor of Student Support Committee 	<ul style="list-style-type: none"> • \$60,000
	(c) Preparation courses on study, communication, presentation and self-management skills for S1 students	<ul style="list-style-type: none"> • September 2009 – March 2010 	<ul style="list-style-type: none"> • The rationale and outline of the courses are introduced to all teachers • The courses are outsourced to a suitable course provider • The effectiveness of the courses are closely monitored 	<ul style="list-style-type: none"> • Lesson observation • Evaluation report • Discussion with the course provider 	<ul style="list-style-type: none"> • Convenor of Student Support Committee • Guidance Master 	<ul style="list-style-type: none"> • \$94,000 for procuring service

2. Major Concern: Providing effective support for students' whole-person development and lifelong education

	Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
2.1	Adopting a proactive strategy to promote mutual respect and an anti-drug, bully-proof school environment					
	(a) Formulation of policies on healthy school life	<ul style="list-style-type: none"> • June – December 2009 	School policies on positive school life to include the following: <ul style="list-style-type: none"> • attendance and punctuality • anti-drug education • prevention of discrimination and bullying 	<ul style="list-style-type: none"> • Policy statement • Discipline Team monthly reports 	<ul style="list-style-type: none"> • Student Support Committee • Discipline Team 	Clerical support
	(b) Revision of the Moral and Civic Education (MCE) Programme	<ul style="list-style-type: none"> • July 2009 – June 2010 	Updating and implementing the MCE programme for S1-S6 to include the following topics: <ul style="list-style-type: none"> • integrity and love • anti-drug • anti-discrimination • healthy family/school life 	<ul style="list-style-type: none"> • Teaching and learning materials of the revised MCE programme • Lesson observations • Students' worksheets 	<ul style="list-style-type: none"> • Moral & Civic Education Team 	
	(c) Promotion of harmonious classroom atmosphere	<ul style="list-style-type: none"> • August 2009 	<ul style="list-style-type: none"> • Formation of S1 class clubs with action plans to promote an inclusive learning classroom atmosphere 	<ul style="list-style-type: none"> • Action plans • Observation 	<ul style="list-style-type: none"> • Student Activities Committee • Guidance Team • Class teachers 	
	(d) Training for S6 students leaders to promote healthy life style	<ul style="list-style-type: none"> • September 2009 	S6 student leaders are expected to <ul style="list-style-type: none"> • share the school's major concerns on healthy life style • help the school deliver the messages through activities organized by uniformed groups, Prefect Body and Student Union 	<ul style="list-style-type: none"> • Questionnaire survey • Student Activities Committee reports 	<ul style="list-style-type: none"> • Student Activities Committee • Guidance Team • Careers Team 	
	(e) Reinforcement of the school's patrol system	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Set up a comprehensive school patrol scheme • Better discipline control on school campus • Preventive approach to school discipline • Maintain a safe and orderly school environment 	<ul style="list-style-type: none"> • Discipline Team monthly reports 	<ul style="list-style-type: none"> • Discipline Team 	

2.2	Implementing co-curricular programmes comprising Other Learning Experiences(OLE) and Student Learning Profile(SLP)					
	(a) Mock trial	<ul style="list-style-type: none"> September 2009 – July 2010 	<ul style="list-style-type: none"> Participate in an inter-school mock trial programme Students gain experiences and exposure in simulated court cases Students acquire knowledge and skills in trial rules and court proceedings 	<ul style="list-style-type: none"> Evaluation reports 	<ul style="list-style-type: none"> Student Activities Committee Moral and Civic Education Team Teacher-in-charge of the Chinese Debating Team 	Support from organizing body
	(b) School for Elderly	<ul style="list-style-type: none"> September 2009 – July 2010 	Plan and run a School for Elderly with the help of Caritas Social Service Centre so as to promote the following concepts among student participants: <ul style="list-style-type: none"> “Healthy Ageing” inter-generation cohesion respect for elderly people 	<ul style="list-style-type: none"> Observation Evaluation reports from Caritas 	<ul style="list-style-type: none"> Student Activities Committee Moral & Civic Education Team 	Subsidy from Social Service Department
	(c) S3 Service Learning Project	<ul style="list-style-type: none"> September 2009 – July 2010 	<ul style="list-style-type: none"> Planning and implementation of the Service Learning Project in S3 Students to make self-reflections and report their learning in experience sharing sessions 	<ul style="list-style-type: none"> Implementation plan Observations 	<ul style="list-style-type: none"> Student Activities Committee Moral & Civic Education Team 	
	(d) OLE cross-curricular programmes	<ul style="list-style-type: none"> September 2009 – July 2010 	Planning and implementation of cross-curricular programmes to include the following subjects: <ul style="list-style-type: none"> P.E. Music Art R.S./ERS 	<ul style="list-style-type: none"> Evaluation reports of departments concerned 	<ul style="list-style-type: none"> Student Activities Committee Moral & Civic Education Team PE/Music/Art/RS panels 	
	(e) Career aspirations and career-related experiences	<ul style="list-style-type: none"> September 2009 – July 2010 	All S4 students to <ul style="list-style-type: none"> set goals for their study and future careers make plans to actualize their goals report their plans and achievements in their SLPs 	<ul style="list-style-type: none"> Inspection of students’ SLPs 	<ul style="list-style-type: none"> Careers Team 	
	(f) Assisting the S4 students to build their SLPs	<ul style="list-style-type: none"> September 2009 – July 2010 	<ul style="list-style-type: none"> S4 students are guided to organize, make self-reflections, and record their OLE in their SLPs 	<ul style="list-style-type: none"> Inspection of students’ SLPs 	<ul style="list-style-type: none"> Student Activities Committee SAMS Coordinator Careers Team 	

2.3	Developing a school-based Special Educational Needs(SEN) programme with a gifted education element				
(a) Formulation and implementation of a school-based SEN policy	<ul style="list-style-type: none"> September 2009 – July 2010 	<p>The policy should include the following:</p> <ul style="list-style-type: none"> Procedures for identifying SEN students and developing Individualized Education Plans (IEP) Mechanisms for professional development and parents’ education, such as specialist talk and experience sharing on the needs of SEN students including gifted education Mechanisms for providing students concerned to get appropriate information and guidance for their study path 	<ul style="list-style-type: none"> Inspection of IEP Interviews and observations 	<ul style="list-style-type: none"> Student Support Committee Convenor SEN Task Group Careers Team 	Learning Support Grant for Secondary School (LSGSS)
(b) Exploring the possibilities of a school-based gifted education programme	<ul style="list-style-type: none"> September 2009 – July 2010 	<ul style="list-style-type: none"> Coordinate with the Primary Section Iron out ways to identify gifted students with stakeholders, such as parents, teachers, educational psychologist, social worker, Guidance Master, ... Refer suitable students to external gifted education organizations Plan and organize school-based gifted education programmes, such as thinking skills and creativity, Mathematics and Science 	<ul style="list-style-type: none"> Evaluation report 	<ul style="list-style-type: none"> Guidance Master School Social Worker Educational Psychologist 	Diversity Learning Grant
(c) Programmes to deal with learning diversity	<ul style="list-style-type: none"> September 2009 – August 2010 	<ul style="list-style-type: none"> Apply PIE process to deal with learning diversity Review and analyze assessment data Devise enrichment activities for high achievers (such as ‘A’ Project) and remedial support for under-achieving students 	<ul style="list-style-type: none"> Observation Assessment data Informal interviews 	<ul style="list-style-type: none"> Student Support Committee School Administration and Improvement Committee 	Capacity Enhancement Grant

3. Major Concern: Enhancing school self-evaluation and professional development for further sustainable improvement

	Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
3.1	Making preparations for the External School Review (ESR) to be held in 2009-2010					
	(a) Training for school administrators	<ul style="list-style-type: none"> • March – August 2009 	<ul style="list-style-type: none"> • Getting familiar with the arrangements and requirements of the second round of ESR • Embedding school self-evaluation into regular school management work • Making use of the revised Performance Indicators, Key Performance Measures and stakeholder surveys 	<ul style="list-style-type: none"> • Observation and discussion 	<ul style="list-style-type: none"> • School administrators 	
	(b) Training for teaching staff	<ul style="list-style-type: none"> • May – August 2009 	<ul style="list-style-type: none"> • Application of the Planning-Implementation-Evaluation (PIE) procedure at panel and work group levels • Using the performance indicators as guides for improvement • Adoption of evidence-based evaluation 	<ul style="list-style-type: none"> • Observation and discussion 	<ul style="list-style-type: none"> • Subject coordinators • Work group leaders 	
	(c) Preparation work for other stakeholders	<ul style="list-style-type: none"> • Starting from September 2009 	Informing the following parties: <ul style="list-style-type: none"> • SMC members • PTA members • Non-teaching staff • Students • Alumni 	<ul style="list-style-type: none"> • Observation and discussion 	<ul style="list-style-type: none"> • School administrators 	
	(d) Inspection of documents for 2 years/cycles	<ul style="list-style-type: none"> • June – September 2009 	Production of school documents in the light of school self-evaluation: <ul style="list-style-type: none"> • School Development Plan • Annual School Plan • Annual School Report Production of panel/work group documents using the PIE model: <ul style="list-style-type: none"> • Programme Plan • Evaluation Report • Assessment methods • Students' work 	<ul style="list-style-type: none"> • Feedback from ESR team • ESR report 	<ul style="list-style-type: none"> • All teachers 	

3.2	Refining the functions of the School Improvement Team (SIT) for continuous improvement				
	(a) Restructuring and formation of the School Administration and Improvement Committee (SAIC)	<ul style="list-style-type: none"> • August 2009 	SAIC membership <ul style="list-style-type: none"> • Principal • Assistant Principals • Head Teacher for S1-3 • Assistant Head Teachers • 2 teacher members 	<ul style="list-style-type: none"> • Self-evaluation of SAIC • Interim review • Year-end evaluation report 	<ul style="list-style-type: none"> • SAIC • Programme Leaders
	(b) Defining the role, responsibility and scope of work for teachers responsible for school improvement	<ul style="list-style-type: none"> • July – October 2009 	Revision of the Manual for School Self-evaluation and Improvement to incorporate <ul style="list-style-type: none"> • collection of information • analysis of data • identification of problems • proposal on major concerns • evaluation of annual school plan • devising staff development programmes 	<ul style="list-style-type: none"> • Manual for School Self-evaluation and Improvement 	<ul style="list-style-type: none"> • Principal • SAIC
	(c) Implementation of school self-evaluation through the SAIC	<ul style="list-style-type: none"> • Whole year 	<ul style="list-style-type: none"> • Monitoring the progress of school plan • Interim review of annual school plan in March 2010 • Evaluation of annual school plan • Making suggestions for improvement 	<ul style="list-style-type: none"> • Annual School Report 	<ul style="list-style-type: none"> • SAIC
3.3	Providing support for teachers to manage changes through professional development programmes and other administrative measures				
	(a) Professional development programmes to meet with teachers' needs	<ul style="list-style-type: none"> • August 2009 • March 2010 • June 2010 	1 st Staff Development Seminar <ul style="list-style-type: none"> • Teacher training on anti-drug education • Code of practice for teaching staff • Support for SEN and gifted students 2 nd Staff Development Seminar <ul style="list-style-type: none"> • Experience sharing on KB model • Sharing of experience on PIE folder 3 rd Staff Development Seminar <ul style="list-style-type: none"> • Major Concerns for 2010-11 • Annual School Plan for 2010-11 • Drafting programme plans for 2010-11 	<ul style="list-style-type: none"> • End-of-programme evaluation 	<ul style="list-style-type: none"> • SAIC

	(b) Administrative support for the implementation of the NSS curriculum	<ul style="list-style-type: none"> • Whole year 	<p>Employment of additional staff</p> <ul style="list-style-type: none"> • 5 teachers • 1 teaching assistant for SEN and pastoral care • 1 teaching assistant for IT in education 	<ul style="list-style-type: none"> • Staff appraisal system 	<ul style="list-style-type: none"> • Principal and panel heads concerned 	<ul style="list-style-type: none"> • CEG: \$500,000 • SSSCSG: \$730,000
	(c) Utilization of the expanded school premises	<ul style="list-style-type: none"> • Whole year 	<p>Allocation of facilities to support Teaching and Learning</p> <ul style="list-style-type: none"> • Classrooms • Split-class teaching • Special rooms 		<ul style="list-style-type: none"> • Mr. T. Lau • Mr. S. K. Wong 	
	(d) Major repairs and improvement works	<ul style="list-style-type: none"> • Whole year 	<p>Major repairs</p> <ul style="list-style-type: none"> • Resurfacing of G/F & 4/F covered playgrounds • Block B (3/F – 6/F) corridors: resurfacing floor • Block A (4/F) & Block B (3/F – 6/F): replacing the fencing and rails <p>Improvement works:</p> <ul style="list-style-type: none"> • Religious corner on G/F • Replacing the school gate • Replacing wall tiles at Caine Road Entrance • Mural painting (mosaic style) at Caine Road Entrance • Renovation works on 8/F, Block B: gymnasium, student activity room and social worker’s office 	<ul style="list-style-type: none"> • Inspection by school authority and Architectural Services Department • Inspection by school authority 	<ul style="list-style-type: none"> • Mr. T. Lau • Mr. S. K. Wong • Mr. T. Lau • Mr. S. K. Wong • Ms. E. Ko • Mr. W. Y. Yau 	<ul style="list-style-type: none"> • EDB Major Repair Grant: \$2,260,000 • Religious corner: \$200,000 • School gate: \$42,000 • Wall tiles: \$60,000 • Mural painting: \$50,000 • Student activity room: \$190,000

V. BUDGET SUMMARY

	<u>Expenditure</u>	
(A) Operating Expenses Block Grant (OEBG)		
(a) General Domain		
1. Administration	\$4,075,400.00	
2. Curriculum	\$423,650.00	
3. Co-curricular Activities	\$228,500.00	
4. Student Affairs	\$49,671.00	
5. General Affairs	\$1,033,100.00	
(b) Special Domain	\$29,579.00	\$5,839,900.00
(B) Capacity Enhancement Grant (CEG)		
1. Employment of additional staff	\$560,000.00	
2. Hire of instructors	\$189,000.00	
3. English proficiency programme	\$60,000.00	
4. Procurement of services	\$94,000.00	\$903,000.00
(C) Enhanced Senior Secondary Curriculum Support Grant (SSCSG)		
1. Employment of additional staff	\$500,000.00	\$500,000.00
(D) Composite Furniture & Equipment Grant (CFEG)		\$534,630.00
(E) Composite IT Grant (CITG)		\$360,000.00
(F) Service Centre Subsidy for Student Activities		\$14,265.00
(G) 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	\$50,000.00	\$385,000.00

Prepared by:

Endorsed by:

Mr. G.W.Au
Principal

Fr. J. B. Tsang
Chairman
School Management Committee

Date: 9 October 2009