

# **RAIMONDI COLLEGE SECONDARY SECTION**



## **ANNUAL SCHOOL PLAN 2010 – 2011**

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## **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

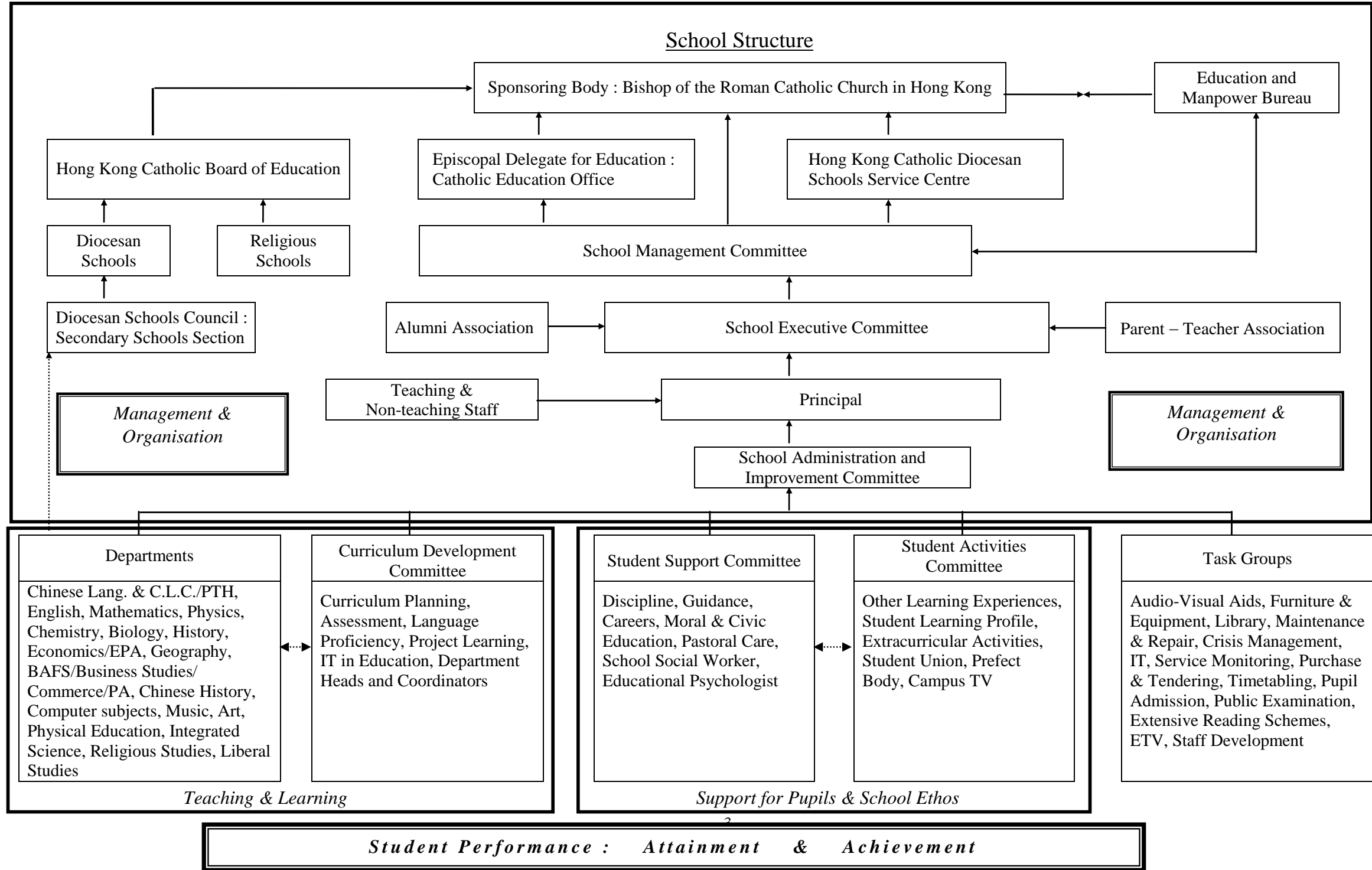
### ***Major Concerns for 2010-2011***

- 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 Optimizing effective learning and teaching in the classroom through Knowledge Building
  - 1.2 Gearing teaching and assessment practices towards the requirements of standards-referencing
  - 1.3 Creating conditions for reading-to-learn that is conducive to self-directed learning
- 2. Providing effective support for students' whole-person development and lifelong education**
  - 2.1 Formulation and implementation of a Healthy School Policy
  - 2.2 Setting guidelines for the administration of student-run co-curricular activities under the NSS academic structure
  - 2.3 Devising a mechanism for the identification of talented students for linguistic, numeracy, creativity and leadership in the junior forms
- 3. Enhancing school self-evaluation and professional development for further sustainable improvement**
  - 3.1 Developing the school library into a resource centre in support of NSS learning and teaching
  - 3.2 Responding to the recommendations listed in the External School Review Report
  - 3.3 Revision of the "Staff Manual" and "Code of Practice for Teaching Staff" to incorporate recent developments in the education system

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

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

III. School Structure



#### IV. Annual School Plan (2010-2011)

**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
<b>1.1</b>	<b>Optimizing effective learning and teaching in the classroom through Knowledge Building</b>					
	(a) Making pedagogical plan for addressing students' different needs in learning	<ul style="list-style-type: none"> <li>August – December 2010</li> </ul>	<ul style="list-style-type: none"> <li>KLA Department Heads / Subject Coordinators are able to map students' learning outcomes at different levels</li> <li>KLA Department Heads / Subject Coordinators are able to make plans for dealing with learner diversity</li> </ul>	<ul style="list-style-type: none"> <li>Programme plans</li> <li>PIE folders</li> </ul>	<ul style="list-style-type: none"> <li>KLA Department Heads / Subject coordinators</li> </ul>	
	(b) Fostering classroom learning using the Knowledge Building model	<ul style="list-style-type: none"> <li>September 2010 – May 2011</li> </ul>	<ul style="list-style-type: none"> <li>The lesson observation form is revised to include the following Knowledge Building elements:               <ul style="list-style-type: none"> <li>- prior knowledge (e.g. pre-lesson preparation)</li> <li>- task design (against learning objectives)</li> <li>- scaffolding (e.g. peer interaction)</li> <li>- consolidation (application of knowledge / skills)</li> </ul> </li> <li>The effectiveness of Knowledge Building in classroom is monitored through lesson observation by school administrators</li> <li>Peer lesson observation is tried out across subjects under the Science and PSHE KLAs</li> <li>Peer lesson observation is followed by critical dialogue between the teacher and the observer</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observation forms</li> <li>Critical dialogue records</li> <li>Panel minutes</li> <li>Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>School Administration &amp; Improvement Committee</li> <li>Curriculum Development Committee</li> <li>KLA Department Heads / Subject Coordinators</li> <li>All teachers</li> <li>Mr. A. Lau</li> </ul>	<ul style="list-style-type: none"> <li>Support from School Administration and Improvement Committee</li> <li>Support from Curriculum Development Committee</li> <li>Revision of lesson observation form</li> </ul>

1.2	<b>Gearing teaching and assessment practices towards the requirements of standards-referencing</b>					
	(a) Setting up mechanisms for benchmarking different standards / levels in each NSS subject	<ul style="list-style-type: none"> <li>• Whole year</li> <li>• November - December 2010, May - June 2011</li> <li>• December 2010, June 2011</li> <li>• January, July 2011</li> </ul>	<ul style="list-style-type: none"> <li>• The benchmark at each level in each NSS subject or its component is expressed descriptively or statistically through calibrating students' performance in internal assessment with information from the HKDSE Standards-referenced Reporting (SRR) Information Package</li> <li>• Teachers are able to set examination papers with appropriate proportions of questions to assess students' abilities</li> <li>• Marking is standardized among teachers in each NSS subject</li> <li>• Attainment of S4-5 students in each NSS subject is recorded in terms of HKDSE levels in the report cards</li> </ul>	<ul style="list-style-type: none"> <li>• CDC minutes</li> <li>• Panel minutes</li> <li>• PIE folder</li> <li>• Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development Committee</li> <li>• KLA Department Heads / Subject Coordinators</li> <li>• Subject teachers</li> <li>• Mr. R. Lo</li> </ul>	<ul style="list-style-type: none"> <li>• WebSAMS data</li> <li>• Procurement of the HKDSE SRR Information Package</li> </ul>
	(b) Gearing teaching and learning practices towards improving students performance in NSS subjects	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies are devised to help students attain higher levels in NSS subjects</li> <li>• Assessment data are effectively used as feedback to guide student learning and to inform curriculum planning</li> </ul>	<ul style="list-style-type: none"> <li>• CDC minutes</li> <li>• Panel minutes</li> <li>• PIE folder</li> <li>• Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development Committee</li> <li>• KLA Department Heads / Subject Coordinators</li> <li>• Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• WebSAMS data</li> </ul>
	(c) Planning and coordination of SBA in NSS subjects	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• The yearly schedules for SBA in S5 are prepared</li> <li>• The implementation of S5 SBA for subjects concerned is coordinated smoothly by the CDC throughout the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Programme plans</li> <li>• Yearly schedule for SBA</li> <li>• CDC minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development Committee</li> <li>• KLA Department Heads / Subject Coordinators</li> <li>• Subject teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Information provided by the HKEAA</li> </ul>
1.3	<b>Creating conditions for reading-to-learn that is conducive to self-directed learning</b>					
	(a) Development of reading-to-learn programmes	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• Resource-based programmes are developed through the collaboration between the school library and subject panels</li> <li>• Reading programmes (e.g. reading schemes, theme-based book exhibitions) are organized in language subjects and by the school library</li> <li>• Task-based reading programmes are implemented by non-language subjects</li> </ul>	<ul style="list-style-type: none"> <li>• CDC minutes</li> <li>• Panel minutes</li> <li>• Library loan record</li> <li>• Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development Committee</li> <li>• KLA Department Heads / Subject Coordinators</li> <li>• Subject teachers</li> <li>• School library</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement of books</li> </ul>
	(b) Facilitating a language-rich school environment	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• A policy for encouraging communication in English and PTH outside the classroom is adopted</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• All English and PTH teachers</li> </ul>	

**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
<b>2.1</b>	<b>Formulation and implementation of a Healthy School Policy</b>					
	(a) Formulation of a school policy on healthy life style	<ul style="list-style-type: none"> <li>July – August 2010</li> </ul>	<ul style="list-style-type: none"> <li>School policies on positive school life (e.g. punctuality, regular attendance), anti-drug and prevention of bullying are formulated</li> </ul>	<ul style="list-style-type: none"> <li>Document</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Committee</li> </ul>	
	(b) Adopting a thematic approach towards student support	<ul style="list-style-type: none"> <li>September 2010 – June 2011</li> </ul>	<ul style="list-style-type: none"> <li>Different teams share a common theme in planning their schemes of work and programmes:                             <ul style="list-style-type: none"> <li>S1 &amp; S2 will focus on self-management for positive secondary school life</li> <li>S3 will focus on career development</li> <li>S4, 5 &amp; 6 will focus on nurturing a goal-driven approach on planning for tertiary education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scheme of work</li> <li>Observation</li> <li>Students' works</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Committee</li> <li>Moral &amp; Civic Education Team</li> <li>Discipline Team</li> <li>Careers Team</li> <li>Student Activities Committee</li> </ul>	
	(c) Revision of the Moral and Civic Education (MCE) Programme	<ul style="list-style-type: none"> <li>July – August 2010</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion of the following topics in the S1-3 MCE programme: family relationship, peer relationship, integrity and self-management</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>Peer lesson observation reports</li> <li>Students' worksheets</li> </ul>	<ul style="list-style-type: none"> <li>Moral &amp; Civic Education Team</li> </ul>	
	(d) Experiential Learning to enhance self-understanding	<ul style="list-style-type: none"> <li>September – November 2010</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue-in-the-Dark' experiential learning programme for targeted students across levels</li> </ul>	<ul style="list-style-type: none"> <li>Students' sharing</li> <li>Field notes</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Committee</li> <li>Guidance Team</li> </ul>	
		<ul style="list-style-type: none"> <li>February – May 2011</li> </ul>	<ul style="list-style-type: none"> <li>Xperience' experiential learning programme for S4 &amp; S5 students to understand the third world situation</li> </ul>	<ul style="list-style-type: none"> <li>Students' sharing</li> <li>Field notes</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Committee</li> <li>CDC</li> <li>MCE Team</li> <li>English Panel</li> </ul>	
	(e) Support programme for S1	<ul style="list-style-type: none"> <li>September 2010 – January 2011</li> </ul>	<ul style="list-style-type: none"> <li>All S1 students participate in three series of workshops organized by 'Edvenue' for adapting academic learning to the requirements of secondary school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Students' works</li> </ul>	<ul style="list-style-type: none"> <li>Student Support Committee</li> <li>Guidance Team</li> </ul>	
	(f) Reinforcement of student's general appearance and punctuality	<ul style="list-style-type: none"> <li>September 2010 – June 2011</li> </ul>	<ul style="list-style-type: none"> <li>Set up a centralized recording and monitoring system</li> </ul>	<ul style="list-style-type: none"> <li>Discipline reports</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Team</li> </ul>	

<b>2.2</b>	<b>Setting guidelines for the administration of student-run co-curricular activities under the NSS academic structure</b>					
	(a) Formulation and implementation of guidelines on student-run co-curricular activities for S6 and S5 students	• July – November 2010	• New guidelines for student-run co-curricular activities under the New Secondary Structure	• Student Activities Committee reports	• Student Activities Committee	
<b>2.3</b>	<b>Devising a mechanism for the identification of talented students for linguistic, numeracy, creativity and leadership in the junior forms</b>					
	(a) Identification of talented students	• September 2010	• A flow chart to show the various stages of the identification process	• Guidance Team reports	• Student Support Committee • Guidance Team • CDC • Student Activities Committee	
	(b) Support for talented students	• September 2010	• Set up a coordination system for the development of gifted education and the use of various resources	• Student Support Committee reports	• Students Support Committee • Guidance Team • CDC • Student Activities Committee	

**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
<b>3.1</b>	<b>Developing the school library into a resource centre in support of NSS learning and teaching</b>					
	(a) Deploying resources to improve library facilities	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• The School Librarian to join the Curriculum Development Committee for better cooperation between the librarian and subject panels</li> <li>• Subject-related resources in the library are procured to meet the requirements of the NSS curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• CDC meeting minutes</li> <li>• Programme plans</li> <li>• Panel minutes</li> <li>• Library resources records</li> <li>• Library search softwares</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum Development Committee</li> <li>• KLA Department Heads / Subject Coordinators</li> <li>• Mr. K. H. Tam</li> <li>• Ms. A. Law</li> <li>• Mr. K. K. Lam</li> <li>• Ms. S. P. Ngo</li> </ul>	<ul style="list-style-type: none"> <li>• See library and panel budgets</li> </ul>
	(b) Setting up a reading corner for junior form students	<ul style="list-style-type: none"> <li>• August – September 2010</li> </ul>	<ul style="list-style-type: none"> <li>• A reading corner in Karl Hall is set up to promote reading habit among the S1-3 students</li> <li>• Reading programmes jointly organized by the Library and language subjects are implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Evaluation reports</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. S. K. Wong</li> <li>• Ms. S. P. Ngo</li> <li>• Ms. A. Law</li> <li>• Ms. R. Sit</li> </ul>	<ul style="list-style-type: none"> <li>• Renovation work: \$60,000</li> </ul>
<b>3.2</b>	<b>Responding to the recommendations listed in the External School Review Report</b>					
	(a) Publication of the External School Review Report	<ul style="list-style-type: none"> <li>• September – October 2010</li> </ul>	<ul style="list-style-type: none"> <li>• The ESR reports is uploaded onto the school website and school intranet for the perusal of stakeholders</li> <li>• The ESR report is studied by the following bodies: SAIC, General Teaching Staff, SEC, SMC, PTA</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting minutes</li> </ul>	<ul style="list-style-type: none"> <li>• SAIC</li> <li>• SEC</li> <li>• SMC</li> <li>• PTA</li> </ul>	
	(b) Empowerment of middle management	<ul style="list-style-type: none"> <li>• Whole year</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering the middle managers to tackle and solve problems</li> <li>• Delegation of staff appraisal responsibilities to middle managers by phase</li> </ul>	<ul style="list-style-type: none"> <li>• Inspection of PIE folders</li> <li>• Appraisal records</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principals</li> <li>• KLA Department Heads</li> </ul>	
	(c) Curriculum implementation in the classroom	See Major Concern 1.1 (a) and (b) above.				

	(d) Team building and sharing of good practices through staff development activities	<ul style="list-style-type: none"> <li>• August 2010</li> <li>• April 2011</li> <li>• May 2011</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Staff Development Day: Dialogue-in-the-dark for teachers</li> <li>• 2<sup>nd</sup> Staff Development Seminar: sharing of good practices on Knowledge Building and PIE folders</li> <li>• 3<sup>rd</sup> Staff Development Day (Catholic Schools Teachers' Day): vision and mission of Catholic education</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Staff Development Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• SAIC</li> <li>• Dr. E. Lee</li> <li>• Mr. K. H. Tam</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• "Dialogue-in-the-dark" programme: \$33,600</li> </ul>
<b>3.3</b>	<b>Revision of the "Staff Manual" and "Code of Practice for Teaching Staff" to incorporate recent developments in the education system</b>					
	(a) Adoption of the School Policy on Preventing Sexual Harassment	<ul style="list-style-type: none"> <li>• June 2010</li> </ul>	<ul style="list-style-type: none"> <li>• The School Policy on Preventing Sexual Harassment being adopted by the SEC and SMC</li> </ul>	<ul style="list-style-type: none"> <li>• School documents</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SEC</li> <li>• SMC</li> </ul>	
	(b) Updating the "Staff Manual" and "Code of Practice for Teaching Staff"	<ul style="list-style-type: none"> <li>• July 2010</li> </ul>	<ul style="list-style-type: none"> <li>• The following policies are included: Preventing Sexual Harassment, Procedures for Handling Complaints and Procedures for Handling Staff Complaints</li> </ul>			
	(c) Dissemination of important school policies to staff members	<ul style="list-style-type: none"> <li>• August – September 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Staff members and teachers are informed of the relevant regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes of General Teachers' Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Dr. E. Lee</li> <li>• Ms. S. K. Wong</li> </ul>	<ul style="list-style-type: none"> <li>• Clerical support</li> </ul>

## V. BUDGET SUMMARY

	<u>Expenditure</u>	
(A) Operating Expenses Block Grant (OEBG)		
(a) General Domain		
1. Administration	\$4,231,500.00	
2. Curriculum	\$397,500.00	
3. Co-curricular Activities	\$197,300.00	
4. Student Affairs	\$174,034.00	
5. General Affairs	\$475,280.00	
(b) Special Domain	<u>\$5,866.00</u>	\$5,481,480.00
(B) Capacity Enhancement Grant (CEG)		
1. Employment of additional staff	\$400,000.00	
2. Hire of instructors	<u>\$163,800.00</u>	\$563,800.00
(C) Enhanced Senior Secondary Curriculum Support Grant (SSCSG)		
1. Employment of additional staff	<u>\$500,000.00</u>	\$500,000.00
(D) Composite Furniture & Equipment Grant (CFEG)		\$375,000.00
(E) Composite IT Grant (CITG)		\$335,000.00
(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	\$330,000.00	
2. Employment of supply teachers	<u>\$50,000.00</u>	\$380,000.00

Prepared by:

Endorsed by:

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Mr. G.W.Au  
Principal

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Fr. J. B. Tsang  
Chairman  
School Management Committee

Date: 8 October 2010