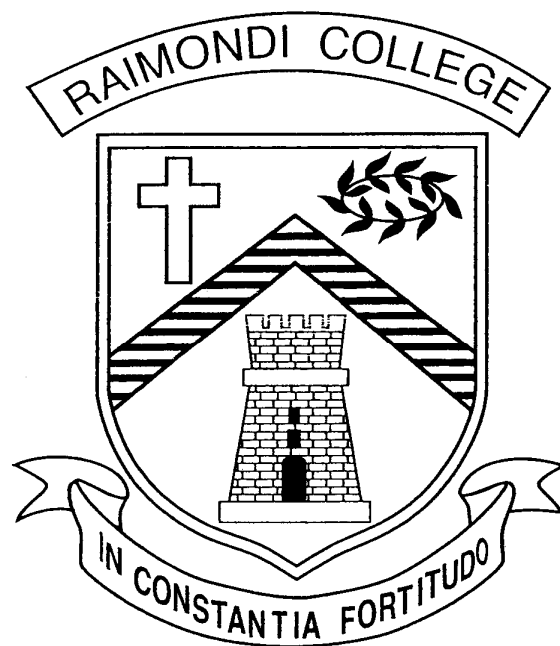


# **RAIMONDI COLLEGE SECONDARY SECTION**



## **SCHOOL DEVELOPMENT PLAN 2009 – 2012**

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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
  - 1.1 Consolidation of the Knowledge Building model for effective learning and teaching
  - 1.2 Reinforcement of students' learning skills and study habit in the junior secondary levels for building a solid knowledge base
  - 1.3 Implementation of the NSS curriculum with special attention to Liberal Studies and other new subjects
  - 1.4 Alignment of the school's assessment system with the NSS requirements
  - 1.5 Expectations of students' performance in the first Hong Kong Diploma of Secondary Education in 2012
2. Providing effective support for students' whole-person development and lifelong education
  - 2.1 Formulation of a whole school policy for students with Special Education Needs (SEN) including gifted education
  - 2.2 Implementation of Other Learning Experiences (OLE) and Student Learning Profile (SLP)
  - 2.3 Helping students build a healthy life style
  - 2.4 Reinforcement of discipline control and pastoral care for the migration towards a fully co-educational school
3. Enhancing school self-evaluation and professional development for further sustainable improvement
  - 3.1 Preparation for the External School Review (ESR)
  - 3.2 Administrative support for the implementation of the NSS curriculum
  - 3.3 Strengthening middle management and cross-curricular cooperation
  - 3.4 Improving the functions of the School Improvement Team
  - 3.5 Creating conditions for better linkage with the Primary Section

### III. School Development Plan (2009-2012)

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
<b>1. Cultivating students' capacity for self-directed learning under the New Senior Secondary (NSS) curriculum by adopting a pupil-centred approach to teaching</b>					
1.1 Consolidation of the Knowledge Building model for effective learning and teaching	<ul style="list-style-type: none"> <li>Using the Knowledge Building model for lesson planning (prior knowledge, learning tasks, scaffolding, consolidation, application)</li> <li>Further development of self-directed learning tools for students</li> <li>Strengthening students' capability to conceptualize information into theoretical frameworks</li> <li>Broadening students' learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>Lesson planning</li> <li>Lesson observation</li> <li>Reflection at teacher and panel level</li> <li>Sharing at school level</li> <li>Concept map</li> <li>Learning portfolio</li> <li>Computer-assisted learning</li> <li>Project learning</li> <li>Brain-based learning</li> <li>Collaborative learning</li> <li>Rubrics (levels of attainment)</li> <li>Problem solving</li> <li>Transference of concepts to new contexts</li> <li>Educational visits</li> <li>Field trips</li> <li>Study tours</li> </ul>	√	√	√
1.2 Reinforcement of students' learning skills and study habit in the junior secondary levels for building a solid knowledge base	<ul style="list-style-type: none"> <li>Language proficiency</li> <li>Thinking skills (logical and lateral)</li> <li>Study and self-management skills</li> <li>Other generic skills</li> </ul>	<ul style="list-style-type: none"> <li>Formulation of a MOI policy according to students' ability and needs</li> <li>Bridging course</li> <li>Remedial support</li> <li>Bridging course</li> <li>S1-3 curriculum</li> <li>Early detection of students' learning problems by S1 – 3 Assistant Head Teachers</li> <li>Interview</li> <li>Intervention and support</li> <li>Monitoring</li> <li>Bridging course</li> <li>S1 – 3 curriculum</li> </ul>	√	√	√

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
1.3 Implementation of the NSS curriculum with special attention to Liberal Studies and other new subjects	<ul style="list-style-type: none"> <li>NSS curriculum (core subjects and electives)</li> <li>Liberal Studies</li> <li>New subjects: BASF, ERS, Music, Visual Arts, P.E., Applied Learning</li> </ul>	<ul style="list-style-type: none"> <li>CDC Supervision</li> <li>NSS task group</li> <li>Staffing</li> <li>LS panel</li> <li>MOI</li> <li>Teaching Schedule</li> <li>Split class management</li> <li>Preparation for Independent Enquiry Study</li> <li>Staffing</li> <li>Teaching schedule</li> <li>Timetabling</li> <li>Cooperation with outside educational institutes</li> </ul>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>
1.4 Alignment of the school's assessment system with the NSS requirements	<ul style="list-style-type: none"> <li>Review of the school's assessment system</li> <li>Implementation of school-based assessment</li> </ul>	<ul style="list-style-type: none"> <li>CDC</li> <li>Teaching staff</li> <li>School Executive Committee</li> <li>School Management Committee</li> <li>NSS task group</li> <li>Solving problems due to SBA e.g. plagiarism, marking, validity, ...</li> </ul>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>
1.5 Expectations of students' performance in the first Hong Kong Diploma of Secondary Education in 2012	<ul style="list-style-type: none"> <li>Monitoring of students' progress</li> <li>Setting attainable targets for public examinations</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of assessment data</li> <li>Special remedial and enrichment programmes for upholding students' performance</li> <li>2010 HKCEE, HKAL</li> <li>2011 HKAL</li> <li>2012 HKDSE, HKAL</li> </ul>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
<b>2. Providing effective support for students' whole-person development and lifelong education</b>					
2.1 Formulation of a whole school policy for students with Special Education Needs (SEN) including gifted education	<ul style="list-style-type: none"> <li>Coverage of the SEN policy</li> <li>Initial planning for a school-based gifted education programme</li> </ul>	<ul style="list-style-type: none"> <li>Identification of SEN students</li> <li>Deployment of the Learning Support Grant for tier 1, 2 &amp; 3 students</li> <li>Development and implementation of Individualized Education Plans (IEP) for tier 3 students</li> <li>Fulfilling the requirements of the Teacher Professional Development framework</li> <li>Identification of high ability students in linguistics, Mathematics, creativity and spatial perception in junior levels</li> <li>Devising enrichment programmes for students talented in language and Mathematics</li> <li>Outsourcing suitable programmes for students talented in creativity and spatial perception</li> </ul>	√	√	√
2.2 Implementation of Other Learning Experiences (OLE) and Student Learning Profile (SLP)	<ul style="list-style-type: none"> <li>OLE policy</li> <li>SLP operation</li> <li>Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Objectives</li> <li>Activities lessons</li> <li>Special co-curricular programmes</li> <li>ECA</li> <li>Inter-school and inter-class competitions</li> <li>Service learning</li> <li>OLE report card</li> <li>Fulfillment of OLE requirements</li> <li>Record of activities and achievements via an electronic platform</li> <li>Students' reflection</li> <li>Self-management of SLP</li> <li>Data analysis</li> <li>Questionnaire</li> <li>Review</li> </ul>	√	√	√

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
2.3 Helping students build a healthy life style	<ul style="list-style-type: none"> <li>• Anti-drug culture</li> <li>• Harmonious living</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development seminars</li> <li>• Teacher training</li> <li>• Revising the Moral &amp; Civic Education programme</li> <li>• Anti-bullying measures</li> <li>• Internet ethics</li> <li>• Interpersonal relationship</li> <li>• Mutual respect</li> <li>• Sense of responsibility</li> <li>• Peer mediation</li> </ul>	<p>√</p> <p>√</p>	<p>√</p>	<p>√</p>
2.4 Reinforcement of discipline control and pastoral care for the migration towards a fully co-educational school	<ul style="list-style-type: none"> <li>• Tighten up discipline control especially in the junior levels</li> <li>• Pastoral care</li> </ul>	<ul style="list-style-type: none"> <li>• CCTV surveillance</li> <li>• Patrolling</li> <li>• Classroom management</li> <li>• Punitive and reward mechanism</li> <li>• Counselling service for female students</li> <li>• Positive culture</li> <li>• Parent education</li> </ul>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			09/10	10/11	11/12
<b>3. Enhancing school self-evaluation and professional development for further sustainable improvement</b>					
3.1 Preparation for the External School Review (ESR)	<ul style="list-style-type: none"> <li>Validation of school self-evaluation (SSE) through ESR</li> <li>Embedding SSE in regular school work for continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Taking part in training activities leading to an ESR in 2009/10</li> <li>Familiarizing with the revised Performance Indicators, Key Performance Measures and Stakeholder surveys</li> <li>Application of the Planning-Implementation-Evaluation procedure</li> </ul>	√		
3.2 Administrative support for the implementation of the NSS curriculum	<ul style="list-style-type: none"> <li>Match of teaching staff with NSS subjects</li> <li>Provision of facilities and space</li> <li>Effective use of support funding</li> </ul>	<ul style="list-style-type: none"> <li>Manpower planning</li> <li>Early retirement scheme</li> <li>Retirement and natural wastage</li> <li>Utilization of the extended school premises</li> <li>CEG</li> <li>NSSCMG</li> <li>Enhanced Senior Sec. Curriculum Support Grant</li> <li>Subscriptions</li> </ul>	√	√	√
3.3 Strengthening middle management and cross-curricular cooperation	<ul style="list-style-type: none"> <li>Development of subject panel heads as collaborative curriculum leaders</li> </ul>	<ul style="list-style-type: none"> <li>CDC coordination</li> <li>Staff development seminars</li> <li>Cross-curricular projects</li> </ul>	√	√	
3.4 Improving the functions of the School Improvement Team (SIT)	<ul style="list-style-type: none"> <li>Formulation of a framework for continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>Restructuring of the SIT</li> <li>Defining roles and responsibilities of SIT members</li> <li>Data-driven evaluation</li> <li>School internal audit</li> </ul>	√	√	
3.5 Creating conditions for better linkage with the Primary Section	<ul style="list-style-type: none"> <li>Making good use of the feeder system</li> <li>Exploring the possibility of adopting the through-train system</li> </ul>	<ul style="list-style-type: none"> <li>School management level</li> <li>PTA</li> <li>Curriculum coordination</li> <li>Transition from primary to secondary education</li> <li>Discussion at SMC level</li> <li>Discussion with EDB</li> </ul>	√	√	√