

# **RAIMONDI COLLEGE SECONDARY SECTION**



## **SCHOOL REPORT**

### **2007 – 2008**

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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 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, the Parent-Teacher Association in 1966 and the Student Union in 1969. The school started to admit female students in Secondary 6 & 7 in 2000.

## **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 2007 - 2008: 945

Total no. of teaching staff in 2007 - 2008: 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 Planning for a smooth transition to the New Senior Secondary (NSS) education**

- (a) Teaching schedules for SS1-SS3 as well as initial plans for the implementation of the NSS curriculum have been prepared.
- (b) In collaboration with the School-based Support Services team of the EDB, a curriculum mapping activity was conducted through the scrutiny of documents (Programme Plans and Pedagogical Plans of subject panels) during the 1<sup>st</sup> Staff Development Seminar on 18 October 2007. As a result,
  - the coverage of generic skills in the existing school curriculum has been identified;
  - key elements in each KLA of the NSS curriculum have been captured; and
  - strategies for bridging the gap between the two curricula are planned for the next school year.
- (c) Follow-up work of curriculum mapping:
  - Issues raised in the KLAs were released in the form of written reports for discussion during the 2<sup>nd</sup> Staff Development Seminar on 3 April 2008. At the panel level, strategies will be devised in the coming school year to bridge the gap between the current junior secondary curriculum and the future NSS curriculum.
  - In preparation for Liberal Studies, generic skills essential to students have been permeated in the junior secondary curriculum through the following subjects: RS, IS, EPA, Geography, History, Chinese History and Life Education in an inter-disciplinary manner. In this connection, the following elements are suggested to be incorporated in the S3 curriculum in the coming school year:
    - Issue-based enquiry learning across disciplines
    - Cross-subject project
- (d) 3 questionnaire surveys were conducted with the S2-7 students. The following findings are important for the planning of the future NSS curriculum:
  - Students' preference in the choice of NSS elective subjects
  - Elective preference of the first cohort of SS1 students under the proposed curriculum framework
- (e) 2 questionnaire surveys have also been conducted for teachers in order to understand teachers' preference in:
  - teaching the NSS subjects;
  - the modules to be taught in Liberal Studies; and
  - supervising the Independent Enquiry Study (IES) for Liberal Studies.
- (f) Seminars were arranged on the overview of the NSS curriculum and the choice of electives with respect to the first cohort of SS1 students:
  - For students: 25 September 2007 (Careers Talk)
  - For parents: 26 January 2008 (Parents' Day)
- (g) Other issues related to the implementation of Liberal Studies include:
  - Split-class arrangement
  - Curriculum structure: modular teaching and the implementation of IES
  - Medium of Instruction

### 2.1.2 Consolidation of the concept of Knowledge Building in Teaching and Learning

- (a) Pedagogical plans on employing Knowledge Building teaching strategies across levels have been formulated by all subject panels.
- (b) Teachers from the subject panels of Geography and IS were invited to participate in a project jointly organized by the school Staff Development Team and the School-based Support Services team of the EDB. The project involves the following activities:
  - Planning of lessons using issue-based enquiry or problem-based learning strategies
  - Implementation of the planned lessons
  - Lesson observation for evaluation
  - Experience sharing during the 2<sup>nd</sup> Staff Development Seminar on 3 April 2008
- (c) Ideas captured from the 2<sup>nd</sup> Staff Development Seminar have been used to design new learning activities for students. Teachers' learning was consolidated by peer lesson observations and discussion within subject panels.
- (d) Strategies employed by subject panels include: design of curriculum (e.g. spiral curriculum, restructuring of teaching schedules), collaborative lesson preparation, training of critical thinking and problem-solving skills, comparative studies, issue-based learning, Knowledge Forum, learning diaries, essay-writing, small task approach, discussion, project learning(e.g. 4P project, cross-subject project), presentation, interviews, service learning, talks, visits, field studies etc.
- (e) A teacher network on Knowledge Building has been established through the teacher secondment scheme. Academics from the University of Hong Kong and experienced teachers in this field were invited to support the Geography and Integrated Science panels in adopting the knowledge building approach to learning and teaching mediated by the Knowledge Forum. The Knowledge Forum was employed in S2 Integrated Science as well as in S1, S3 and S6 Geography.

### 2.1.3 Fostering a language-rich learning environment

- (a) Students' language proficiency has been enhanced through the formal curriculum.

#### English:

- In addition to language art activities, a reading programme has been introduced in S1-3 as a preparation for the School-based Assessment (SBA) component in the NSS curriculum.
- A special programme consisting of reading comprehension and movie appreciation was organized for the S1 students coming from CMI primary schools in the first term.
- To foster the atmosphere of reading in school, suitable readers have been recommended to the students for SBA and leisure reading. Students are required to give individual presentations on their favourite books.

#### Chinese:

- PTH was used as the medium of instruction in the teaching of the module on new poems (新詩單元) in S1 on a trial basis.
- The score for PTH was counted in the Chinese Language papers for S1-2 in the 1<sup>st</sup> Term Examination, thereby luring students to pay more attention to the learning of PTH.

- (b) Students' interaction using English has been enhanced in different subjects through strategies like dictation, dictogloss, oral presentation, group discussion, debate, essay-writing and planning, peer marking, portfolio etc.
- (c) Students were also encouraged to participate actively in extracurricular activities for fostering a language-rich environment:
  - English:
    - Inter-class debates for S3 and S4 students
    - Joint-school oral practices for S5 students
  - Chinese:
    - Slogan design for the school's 50<sup>th</sup> Anniversary, calligraphy, translation, speech, creative writing and debate competition
    - Broadcast of S5 group discussion through the Campus TV
- (d) Our application to join the English Enhancement Scheme has been approved by the EDB. The funds will be delivered to the school in 3 years. Money will be spent on developing school-based drama programmes and theme-based teaching packages to promote language-across-the-curriculum and inquiry-based learning.

#### 2.1.4 Optimizing the effectiveness of assessment tools

- (a) Students are able to acquire learning according to the rubrics set in:
  - Writing (寫作學習) [Chinese]
  - Essay-writing [Chinese History, History, Chemistry]
  - Project learning (topic-setting and presentation) [EPA]
  - Project work (product) [Chinese History, EPA]
  - Open-ended questions [History]
  - Data-based questions [History]
  - Concept map [Geography, Commerce, Business Studies, Biology, IS]
- (b) Preparation work for SBA:
  - SBA or Teacher Assessment Scheme (TAS) has been implemented in some subjects [S4-5 English, S4-5 Chinese, S6-7 CLC, S4-5 Chinese History, S4-5 History, S4-5 CIT, S6-7 Computer Applications, S6-7 Physics, S6-7 Chemistry, S6-7 Biology]
  - Reading programmes organized by the English Department are linked to the NSS SBA.
  - An SBA plan has been developed by the Geography panel.
- (c) Most subject panels have developed plans to enhance students' skills in interpreting test and examination questions. These strategies include:
  - Integrating examination skills into the daily teaching
  - Categorising past papers by topics for students' practice
  - Providing quick feedback to students after quizzes
  - Generating examination evaluation reports
  - Analyzing students' answers
  - Organizing pre-mock tests for S5
  - Devising structured revision programmes for S5
  - Arranging enrichment and/or remedial programmes for target students after uniform tests and/or examinations
- (d) Some subject panels [Geography, Economics, Commerce, Physics, Chemistry, Biology, IS] have been developing a question bank via the e-class system. Some students have completed assignments via the system.

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

### 2.2.1 Nurturing an atmosphere of camaraderie among students

- (a) Introduction of study skills and elements of pastoral care were included in the orientation programmes for the S1 and S6 new students in August 2007. A 2 day – 1 night overnight camp was organized for the S1 entrants to promote friendship and mutual respect among students during the summer vacation in 2007.
- (b) The S1 students' sense of cooperation and team spirit have been cultivated through their participation in the following groups:
  - Red Cross Youth Unit 7 (28 students)
  - 99<sup>th</sup> HK Scout Group (33 students)
  - String Orchestra (7 students)
  - Wind Orchestra (2 students)
  - School Sports Teams (79 students)
  - Campus TV Team (11 students)
- (c) A Class Teacher Period was devoted to formulating class rules and designing class slogans in September 2007.
- (d) Extracurricular activities have been geared towards increasing pupil-teacher interaction in the first term. A whole school clean-for-charity campaign comprising the following inter-class competitions was organized by the Community Youth Club in January 2008:
  - classroom cleaning
  - notice board decoration
  - fund-raising for the Community Chest
- (e) The Student Learning Profile was delivered to the S1 students in October 2007 together with a talk on how to use the profile as a tool to manage information relating to their other learning experiences. A Class Teacher Period was used to equip S1 & S2 students with skills for organizing and reporting their learning outcomes in April 2008.

### 2.2.2 Improving students' academic performance

- (a) Students' progress in learning was closely monitored by the Assistant Principal with the help of the Assistant Head Teachers. Reports of summative assessment were produced and analyzed for detecting structural problems in students' learning.
- (b) Students suspected of having special educational needs (SEN) were interviewed and follow-up actions were recommended to the teachers concerned. Our work in this area has been strongly supported by the School Social Worker and the Educational Psychologist. A school policy for supporting SEN students has been formulated.
- (c) A remedial teaching programme for S4D was implemented from October 2007 to March 2008 for the following subjects:
  - Physics
  - Chemistry
  - Biology
  - Mathematics
- (d) After the first-term examination, the English remedial lessons for S1 students were modified to meet the needs of the students in learning through the medium of English. At the same time, a lunchtime support programme was launched from February to May 2008 for a group of 20 S1 students. The programme has

restored students' confidence and motivation in learning through the medium of English.

- (e) An intensive course on examination skills was organized for a group of academically capable S5 students in November 2007. Moral support and remedial action was provided for the academically weaker S5 students.
- (f) A enrichment summer programme was designed for a group of 18 S4 students to better equip them for the public examination in the coming school year.

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

### 2.3.1 Celebration of the School's 50<sup>th</sup> anniversary in the spirit of Unity, Perseverance and Love

- (a) The list of Golden Jubilee celebration activities comprising a Thanksgiving Mass cum Exhibition (10 April 2008), a Reunion Dinner (28 June 2008), a Concert (11 July 2008) and a Grand Ball (6 December 2008) was confirmed.
- (b) The organization of celebration activities involves all stakeholders of the school, namely, teachers of both primary and secondary sections, supporting staff, Parent-Teacher Association, Alumni Association and students.
- (c) The school has made use of the celebration to promote its image. The following promotional strategies have been employed:
  - Calendar card
  - Post cards
  - Memo pad
  - Banners
  - Newspaper supplement and report
  - Advertisement
  - Commemorative magazine
  - Souvenirs

### 2.3.2 Promotion of core values among non-teaching staff

- (a) Regular meetings of administrative teachers with supporting staff, that is, laboratory technicians, IT technicians, the school secretary and school clerks, were held to
  - introduce school activities after the issuance of the Cycle Calendar
  - make arrangements for the implementation of programmes
  - explain the purposes and values behind school activities

### 2.3.3 Conversion of facilities and extension of premises to meet the future needs of the school

- (a) Preparation work relating to the admission of female students:
  - Talks for P.6 parents (Sacred Heart Canossian School and Primary Section of Raimondi College)
  - Sending school profiles to primary schools on Hong Kong Island and Kowloon area
  - Mini-exhibitions
  - Orientation for P.6 students of our own Primary Section
- (b) Our proposals on major repairs as well as conversion and renovation works due to the extension of school premises have been approved by the EDB.

### 3. Student Performance

#### 3.1 2008 Hong Kong Advanced Level Examination

(i) Results of the best subjects:

Subject	Pass Percentage	Percentage of Grade A-C
Biology (AL)	96.3%	33.3%
Chemistry (AL)	92.6%	37.0%
Chemistry (ASL)	82.4%	29.4%
Chinese Language & Culture (ASL)	95.0%	21.3%
Computer Applications (ASL)	100%	72.0%
Economics (AL)	86.2%	17.2%
Geography (AL)	90.9%	36.4%
History (AL)	100%	100%
Mathematics & Statistics (ASL)	84.2%	31.6%
Physics (AL)	87.5%	37.5%
Use of English (ASL)	100%	33.8%

(ii) Percentage of students meeting the minimum entrance requirements for local Bachelor's degree programmes: 82.7%

(iii) Percentage of students pursuing further studies (local and overseas): 96.29%

#### 3.2 2008 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	93.3%	66.7%
Biology	81.4%	40.2%
Commerce	86.5%	35.1%
Chemistry	90.9%	46.6%
Chinese Language	92.6%	32.4%
Computer & IT	97.4%	68.4%
Economics	97.4%	55.1%
English Language	100%	53.7%
History	94.7%	57.9%
Mathematics	97.8%	65.2%
Physics	87.2%	47.4%
Religious Studies	85.3%	29.5%
Small Entry Subject		
Music	100%	100%
Principles of Accounts	100%	100%
Putonghua	80.0%	40.0%
Visual Arts	100%	100%

- (ii) Percentage of students with 14 points or more from the best 6 subjects: 61.5%
- (iii) Percentage of subject entries with Grade A – C and Level 5\* – 4 : 46.6%
- (iv) Outstanding individual results:

Name	Chin. Lang.	Eng. Lang.	Other subjects
Au Chin Ching	5*	5*	7As
Tong Yu Wing	5*	5	7As
Yau Kwong Wing	5	5	7As, 1B
Tsoi Cheuk Leung	5*	5	5As, 2Bs
Fung On Tsun	5*	5*	3As, 2Bs, 1C

#### **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 two additional teachers, one teaching assistant and one 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 2007 - 2008: 64.8 hours

5.2 Principal's continuous professional development:

Structured learning	170 hours
Action learning	0 hours
Service to educational bodies	49 hours
Total	219 hours

**5.3** 2 days were set aside for staff development activities in 2007-2008, which covered the following items:

- Preparation for the NSS curriculum through a curriculum mapping activity to
  - ✓ identity the coverage of generic skills in the existing curriculum
  - ✓ capture key elements in each of the KLA of the NSS curriculum
  - ✓ bridge the gaps between the two curricula
- Implementation of the “Knowledge Building” approach for the teaching of higher-order thinking skills through
  - ✓ case studies
  - ✓ lesson design
  - ✓ experience sharing

## 6. Financial Summary

	<b>INCOME</b>	<b>EXPENDITURE</b>
<b>I. GOVERNMENT FUND</b>		
(1) Operating Expenses Block Grant		
(a) General Domain		
• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen)	\$2,800,612.00	\$2,181,773.76
• School & Class Grant Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.)	\$559,861.00	\$1,088,780.36
• Subject Grants (for various subjects) Expenses of subjects, functional groups and committees	\$69,356.00	\$62,185.50
• Other Grants (including Training and Development Grant, Enhancement Grant, Lift Maintenance Grant, etc.)	\$235,733.00	\$56,480.00
(b) Special Domain		
• Grants related to student support	\$14,579.00	\$17,681.30
• Grants related to extensive reading	\$26,188.00	\$10,497.15
• IT related grants	\$294,499.00	\$168,470.99
• Additional Capacity Enhancement Grant	\$654,732.00	\$673,027.69
• Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)	\$436,476.00	\$409,276.00
• Teacher Professional Preparation Grant	\$420,000.00	\$474,768.00
• Other Non-recurrent Grants	\$822,290.00	\$4,160.00
(2) Composite Furniture and Equipment Grant	\$360,568.00	\$322,476.90
<b>II. SCHOOL FUNDS (GENERAL FUNDS):</b>		
• Tong Fai	\$301,306.00	\$270,737.47
• Approved Collection for Specific Purposes	\$135,000.00	\$101,170.00
• Donations	\$39,392.65	\$35,900.00

Prepared by:

Endorsed by:

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Mr. G. W. Au  
Principal

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Fr. John B. Tsang  
Supervisor

Date: 10 October 2008