

RAIMONDI COLLEGE SECONDARY SECTION



SCHOOL REPORT

2009 – 2010

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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 the majority of the Secondary 1 places taken up by pupils from our own Primary Section. The Secondary Section, which is aided, has 35 classrooms, 6 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, 2 halls, 1 library, 3 covered playgrounds and a 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 and turned co-educational in 2008.

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

Mr. Paul Wan Yiu Chung

Ms. Lily Chen

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 2009 - 2010: 948

Total no. of teaching staff in 2009 - 2010: 57

1.6 Quality Assurance

External School Reviews in March 2004 and January 2010

Focus Inspection on "Life Wide Learning" in July 2007

2. Major Concerns (Achievements and Reflection)

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

2.1.1 Aligning learning, teaching and assessment with the NSS requirements using the Knowledge Building model

- (a) All KLA department heads and subject coordinators have set specific foci in their Planning-Implementation-Evaluation (PIE) folders, which can be summarized as follows:
- To improve academic performance and/or to cater for learner diversity (PTH, Mathematics, Economics, Physics, Biology)
 - To develop necessary skills and/or attitude of students (Geography; Chinese History; History; Integrated Science; Chemistry; Visual Arts; Physical Education; Music; Religious Studies)
 - To help students grasp the NSS requirements (English; Liberal Studies; Economics; Business, Accounting & Financial Studies; Information & Communication Technology)
- (b) The pilot scheme on collaborative lesson preparation using the Knowledge Building model was completed. Lesson preparation periods were assigned for S4 Liberal Studies, S5 Chinese and S1 & 2 Chinese (Putonghua as Medium of Instruction). Collaborative lesson planning was also tried out in the Economics and Geography panels. Together, teachers discussed and set lesson objectives, devised appropriate strategies as well as evaluated the effectiveness of learning and teaching.
- (c) Peer lesson observations and experience sharing on the Knowledge Building model were conducted in all subject panels. A teacher demonstrated how to use scaffolding and consolidation strategies in teaching Religious Studies during the 2nd Staff Development Seminar held on 10 March 2010. Dr. Loretta Ho M. W. from the Faculty of Education, University of Hong Kong, also delivered a talk on "Self-directed Learning – Theory, Strategies and Impact" during the 2nd Staff Development Seminar. She remarked that problem-based learning could be a suitable entry point for realizing the goals of the Knowledge Building model.
- (d) The practice of assessment for learning has been reinforced in the following manner:
- Teachers are keen to use teaching methods and assessment tools with assessment-for-learning elements to provide feedback for improving students' learning. These included Knowledge Forum, concept mapping, dictogloss, quizzes, rubrics, checklists, project learning, essay-writing, debate, small-task practices and oral presentation. Together, they form an integral part of the school's continuous and formative assessment system.
 - The School Administration and Improvement Committee, Students Support Committee and subject panels have made use of the assessment data gathered in uniform tests and examinations to diagnose students' learning problems. Enrichment or remedial actions and counselling measures were devised and implemented accordingly.

2.1.2 Monitoring the progress of the implementation of the NSS curriculum with special attention to Liberal Studies and other new subjects

- (a) For Liberal Studies, the S4 students were divided into 6 groups. Two groups

used English as the medium of instruction, the rest used Chinese.

- (b) The 9th period was used to accommodate small-entry elective subjects such as Ethics & Religious Studies, Physical Education, Visual Arts and Music.
- (c) S4 serves as the taster year under the NSS curriculum. Students were permitted to take as many as 4 electives so that they could explore and develop their interests and potential in the first year of the NSS programme. An elective withdrawal mechanism was devised to help students maximize their capacity for further education and university admission.
- (d) To address parents' and students' concerns about NSS studies, seminars were organized to cover relevant topics:
 - Seminar for S3 parents (23 January 2010):
 1. Overview of the New Senior Secondary Curriculum
 2. Arrangement for Liberal Studies
 3. Arrangement for electives and their selection
 4. Guidance on selection of electives and Medium of Instruction for Liberal Studies
 - Seminar for S4 parents (23 January 2010):
 1. Evaluation on students' performance in the S4 First Term Examination
 2. Mechanism for adding or withdrawal of electives
 3. Tackling Liberal Studies questions
 4. Arrangements for the elective parts or extended modules for English, Chinese and Mathematics (S5 & 6)
 5. Arrangements for Applied Learning in S5 & 6
 - Career seminar for S3 students (3 May 2010):
 1. The School's NSS curriculum and selection procedures
 2. Subject information for all electives
 3. Factors affecting the choice of electives, e.g. university entrance requirements

2.1.3 Strengthening students' language and thinking skills through the junior secondary curriculum

- (a) A richer English-language environment has been cultivated:
 - The facilities and resources of the English Corner were upgraded. The English Corner Club organized regular lunchtime activities every Monday, Wednesday and Friday. There was adequate propaganda to publicize the activities and junior form students showed a strong interest to take part.
 - The English Debating Society organized debating workshops for junior form students to enhance their language and debating skills in the first term.
 - The drama production, entitled "Interview with Mr. Scrooge", attracted acclamations both inside and outside school.
- (b) An English bridging course was organized for some S1 entrants before the start of the school term. After identifying the weaknesses of some junior form students in English, remedial English courses were provided to cater for the needs of the targeted S2 and S3 students.
- (c) The preparation courses on study, communication, presentation and self-management skills for S1 students were conducted by an outsourced agent, Edvenue® Limited, in the second term. The evaluation, carried out by the Student Support Committee, found some favourable effect on students' learning.
- (d) Reading-to-learn strategies covered reading comprehension exercises (Integrated Science), reading schemes (Chinese, Mathematics, History, School

Library), reading report (Chinese) and online reading programmes (Chinese, English).

- (e) Other programmes for nurturing higher-order thinking skills included problem-based learning and issue-based enquiry (Integrated Science), mathematical training (Mathematics), debating skills (English) and cross-curricular project (English & Music).

2.1.4 Reflection

Our top priority in the domain of Learning and Teaching is tackling the challenges brought by the New Senior Secondary curriculum and helping students to meet the requirements of the Hong Kong Diploma of Secondary Education Examination. In order to sustain the improvement of student performance in public examinations in past years, the Knowledge Building model should continuously be adopted as an evolving framework to optimize students' learning outcomes. In order to foster a firmer grasp of the model by the teachers in classroom teaching, due attention should be paid in a number of aspects. These include effective activation of students' prior knowledge, careful design of tasks against the learning objectives as well as setting up of sturdy scaffolds for students to construct their understanding; thus leading to the enhancement of students' ability in applying knowledge and skills to solve problems.

To achieve continuity of curriculum across the levels and among the subjects, more emphasis should be placed on steering curriculum development under the key learning areas (KLAs), coordinating cross-subject collaboration and overseeing curriculum implementation. The KLA Department Heads could play a more active role as curriculum leaders. At panel level, the PIE process is deemed to be essential for identifying problems, analyzing their nature, devising appropriate strategies to solve them and using evaluation data as benchmarks for improvement. The PIE folder is intended to be a tool for tackling problems identified by subject panels and work groups. There is a need to make a clear distinction between programme plans and PIE folders.

To enhance students' capacity for self-directed learning, the subject panels and the school library could work in collaboration to support reading across the curriculum by developing more reading programmes.

2.2 Providing effective support for students' whole-person development and lifelong education

2.2.1 Adopting a proactive strategy to promote mutual respect and an anti-drug, bully-proof school environment

- (a) An on-site school-based anti-drug training programme was conducted jointly by HKU SPACE and the Society for the Aid & Rehabilitation of Drug Abusers (SARDA) during the 1st Staff Development Seminar held on 27 August 2009. Proactive measures were taken in the first term in the form of class meetings, restoration and mediation programmes and the 'Rainbow Project' for maintaining a healthy school life.
- (b) The Moral & Civic Education Team has completed the revision of the Class Teacher Period curriculum for S1-7. The revised curriculum includes four new topics, namely, integrity and love, anti-drug, anti-discrimination and healthy family/school life. A number of talks and seminars on anti-drug, anti-crime, anti-bullying, leader quality, self-management, class club management have been organized by various teams for students and teachers since August 2009.
- (c) An orientation programme for S1 entrants was conducted in mid-August 2009. To promote class ownership, the S1 class clubs have been restructured to create

more opportunities for students to participate in class affairs.

- (d) The Student Activity Committee piloted to conduct an orientation camp for S6 students in September 2009. It was found to be useful in team building and in providing a framework for the sixth formers to set their goals.
- (e) To ensure a safe environment in school, the Discipline Team introduced a two-tier school patrol system in September 2009. The system is found to be necessary to ensure safety when there are student activities after school.
- (f) The Discipline Team has allocated much of its manpower to maintaining a harmonious learning environment conducive to learning. Discipline teachers and the Assistant Principal patrolled the S4 classes regularly during the changeover of periods, especially for elective lessons. This practice has immediate and long-lasting effect on reducing behavioural problems among the S4 students.

2.2.2 Implementing co-curricular programmes comprising Other Learning Experiences (OLE) and Student Learning Profile (SLP)

- (a) The inter-school Mock Trial programme for S4 was implemented with the support of the Chinese Department.
- (b) A school for the elderly, namely, 'Top Wisdom Elderly Academy', has been set up jointly with the Caine Road Caritas Social Service Centre.
- (c) S3 classes were engaged in one of the following services, namely, sports meet helpers, elderly services and running of the Elderly Academy.
- (d) Talks and seminars co-organised by the P.E., Music and Visual Arts panels together with the Careers Team and Student Activities Committee were conducted at the beginning of the school year to provide an overview of the type and nature of activities available for students. OLE lessons have been scheduled for every Wednesday for S1 to S4 since October 2009.
- (e) Careers talks for S3 and S4 students were organized to widen students' horizon and to facilitate self-understanding for character formation and strategic career planning. The Careers Team successfully worked with Ocean Park in the Business-School Partnership Programme to provide valuable work-related experiences for S4 students. Programmes of a similar nature were arranged for the S5 & 7 students.
- (f) To complement the OLE programme, the Student Activities Committee has introduced the 'i-portfolio' scheme for students to set up and maintain their SLPs. Training workshops on i-portfolio were provided for students and teachers.

2.2.3 Developing a school-based Special Education Needs (SEN) programme with a gifted education element

- (a) A school-based SEN policy was prepared in August 2009. A talk on 'Support for SEN and Gifted Students' was organized for teachers during the 1st Staff Development Day on 27 August 2009. Workshops for parents were separately organized by the Guidance Team and the PTA. With regards to the needs of female students, a social skills training programme for S1 & 2 female students was introduced. To enhance the support for SEN students in school, a SEN Teaching Assistant was employed. The SEN Teaching Assistant also supported the English Department to provide split class teaching for S4D. An individual learning programme was formulated for an SEN student in S3. An ad hoc task group has been set up to look after a non-Chinese student in S1.

- (b) Difficulties have been encountered in getting information on gifted children due to the risk of infringing the Privacy Ordinance. Junior form class teachers were requested to interview parents of the more able students during the Parent-Teacher Joint Consultations held on 23 January 2010 in order to understand more about their abilities. 20 S1-3 students have participated in a screening test programme for identifying gifted children in science and mathematics organised by the Hong Kong University of Science and Technology.
- (c) The 'A Project' for S5 students was conducted. 35 academically more able students from the S5 classes were selected and teachers of the following subjects were requested to provide them with extra training before the HKCEE: Physics, Chemistry, Biology, R.S., Chinese, Geography, Economics, Add. Maths, Principles of Accounts and Commerce.
- (d) Programmes on thinking skills and creativity for the academically more able students in S3 & 4 were conducted.
- (e) The pilot project for handling potential SEN students in S4 has been implemented which involved members from the Guidance Team and Moral & Civic Education Team as well as discipline teachers, class teachers, social worker and subject teachers. The convenor of the Student Support Committee has played a key role in coordinating various resources available while the Guidance Master has contributed to gearing the direction of work in the course of development.
- (f) A remedial programme for the academically weaker S4 students was introduced during the summer vacation with the collaboration of subject panels.

2.2.4 Reflection

Efforts have been made to align the work of various teams to provide immediate and timely support for students' whole-person development and lifelong education through a thematic approach. The approach seems to be a means to facilitate collaboration among team members. It is desirable to involve members in the search of a common theme so as to increase their ownership.

The Student Support Committee has anchored its role in supporting learning and teaching. Much of our policies and programmes have incorporated ideas and suggestions from the convenor of the Curriculum Development Committee. This collaborative effort has secured cooperation and support from colleagues on new policies.

The Student Support Committee has been exploring the benefits of adopting a goal-driven learning approach for senior form students. The S6 Orientation Camp has produced some positive effect on cultivating a constructive learning environment and fostering a positive attitude among the sixth formers. It is suggested to extend the camp to a 3-day-2-night activity in which class teachers would also be involved.

An effective SEN task group is taking shape but further guidance and discussion are necessary to gear the course of development in their future work. The Moral & Civic Education Team has a long tradition of promoting values education and therefore will play a more active role in the search of a common theme among the teams. The Discipline Team should adopt a proactive approach in handling students' discipline. The Student Activities Committee is expanding its scope of work rapidly in the NSS era, however, cautious considerations need to be taken to avoid swinging the pendulum away from academic performance.

2.3 Enhancing school self-evaluation and professional development for further sustainable improvement

2.3.1 Making preparation for the External School Review (ESR) to be held in 2009-2010

- (a) A training workshop for school administrators was held on 17 April 2009.
- (b) The ESR briefing for teaching staff was conducted by the Quality Assurance Division, EDB on 26 June 2009.
- (c) Briefing sessions on the ESR procedures were provided for
 - School Management Committee members
 - PTA members
 - students
- (d) All school documents required for inspection by the ESR team were duly completed: School Development Plans, Annual School Plans, Annual School Reports, Programme Plans, Evaluation Reports, minutes, assessment policy and sample of students' work. The ESR was conducted on 11, 13-15 and 20 January 2010. The ESR report, issued in June 2010, has been uploaded onto the school's website.

2.3.2 Refining the functions of the School Improvement Team (SIT) for continuous improvement

- (a) The school structure has been revised to incorporate school improvement into routine school administrative work by combining the School Administration Committee and School Improvement Team into a new 'School Administration and Improvement Committee' (SAIC). Membership of the SAIC includes:
 - Principal
 - Assistant Principal
 - Head Teachers and Assistant Head Teachers
 - 2 teachers
- (b) Roles and responsibilities of SAIC members were defined. A 'Manual for School Self-evaluation and Improvement' was formulated to provide a working framework for SAIC members.
- (c) The SAIC is mainly responsible for school self-evaluation with the cooperation of programme leaders. Evaluation strategies include:
 - collection of information
 - analysis of data
 - identification of issues
 - interim review of annual school plan
 - formulation of major concerns
 - budgeting
 - generating programme evaluation reports and annual school report

2.3.3 Providing support for teachers to manage changes through professional development programmes and other administrative measures

- (a) 3 Staff Development Seminars were organized as planned on 27 August 2009, 10 March 2010 and 21 June 2010.
- (b) 6 additional teachers were employed to support teaching and other programmes

using various funding: CEG, SSCSG, PTH Support Scheme, fractional GM, etc. 2 Teaching Assistants were also recruited, one for IT and one for SEN.

- (c) Classrooms have been re-allocated to shorten delay between changeover of periods for students and teachers. The extension of school premises has greatly facilitated the implementation of the NSS curriculum in providing space for split class teaching and elective lessons.
- (d) Outstanding improvement works include:
 - Ground floor – school gate, mural painting and religious corner at the Caine Road Entrance
 - Block B, 8/F – gymnasium, student activity room and social worker’s office

2.3.4 Reflection

Raimondi College was among the first batch of schools to take part in the second round of external school review. The review was conducted in January 2010 and concluded with a report issued in June 2010. The report says: “Raimondi College, under the leadership of the principal and a team of dedicated middle managers and experienced teachers, is providing a safe and caring environment for learning. The management sets the right developmental priorities and aptly introduces measures to meet the needs of both teachers and students in the current education reform and changing academic structure. The school’s hard work is rewarded with improving student performance in the past years and an effective management structure is taking shape.” To sustain continuous development and better prepare for future challenges, the report suggests the school to improve the empowerment of the middle management and the coordination of subject departments for enhancing cross-curricular collaboration.

Recommendations suggested by the external school review team will be duly addressed by the school administration. All in all, the school aspires to develop itself into a learning community through self-regulating evaluation and continuous improvement.

3. Student Performance

3.1 2010 Hong Kong Advanced Level Examination

- (i) Results of the best subjects:

Subject	Pass Percentage	Percentage of Grade A-C
Applied Mathematics (ASL)	80.0%	46.7%
Biology (AL)	82.8%	17.2%
Chemistry (ASL)	87.5%	25.0%
Chinese Language & Culture (ASL)	97.5%	15.0%
Computer Applications (ASL)	94.4%	38.9%
Economics (AL)	83.3%	54.2%
Mathematics & Statistics (ASL)	96.2%	38.5%
Physics (AL)	84.0%	40.0%
Principles of Accounts (AL)	81.3%	31.3%
Pure Mathematics (AL)	82.6%	30.4%
Use of English (ASL)	97.5%	22.5%

- (ii) Percentage of students meeting the minimum entrance requirements for local Bachelor's degree programmes: 76.3%
- (iii) Percentage of students pursuing further studies (local and overseas): 96.25%

3.2 Early admission into tertiary institutes:

Chan Chung Lok
 Fung Tze Yeung
 Ijaz Yawer
 Poon Sing Yung

University of Hong Kong
 Chinese University of Hong Kong
 Chinese University of Hong Kong
 Chinese University of Hong Kong

3.3 2010 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	97.9%	35.4%
Biology	86.3%	34.3%
Chemistry	93.0%	36.0%
Chinese Language	95.8%	32.2%
Computer & IT	90.5%	42.9%
Economics	87.5%	36.1%
English Language	100%	45.5%
Geography	85.0%	28.3%
History	85.7%	42.9%
Mathematics	97.2%	51.0%
Physics	89.4%	45.2%
Principles of Accounts	81.5%	22.2%
Religious Studies	90.4%	25.0%
Small Entry Subject		
Chinese Literature	100%	50.0%
Music	100%	100%
Putonghua	100%	50.0%
Visual Arts	100%	100%

- (ii) Percentage of students with 14 points or more from the best 6 subjects: 55.2%
- (iii) Percentage of subject entries with Grade A – C and Level 5* – 4 : 36.2%

4. Capacity Enhancement

4.1 The Capacity Enhancement Grant was deployed to:

- procure services to provide an English remedial programme for S1 students,
- procure services for the training of generic skills,
- employ instructors for music, sports & speech training, Putonghua pin yin, and
- employ 2 additional teachers and 1 teaching assistant.

5. Staff Development

5.1 Average time per teacher spent on continuous professional development activities in 2009 - 2010: 60.4 hours

5.2 Principal's continuous professional development:

Action learning	4 hours
Service to educational bodies	29 hours
Total	53 hours

5.3 3 days were set aside for staff development activities in 2009 – 2010, which covered the following areas of work:

- support for SEN and gifted students
- On-site School-based Anti-drug Training for teachers
- Sharing on using the Knowledge Building model in teaching and the “Planning-Implementation-Evaluation” (PIE) process
- Talk on “Self-directed Learning: Theory, Strategies and Impact”
- Reflection on the External School Review report

5.4 The Permanent Secretary, Mrs. Tan Ching Yee and other officers from the Ministry of Education, Singapore visited the school on 21 October 2009. An interflow session was arranged between the guest visitors and our teachers on matters relating to the education reform and using Putonghua to teach Chinese Language.

5.5 A 2-day school attachment on 13 & 14 May 2010 in Raimondi College was provided for two senior teachers from other schools under the Catholic School Leadership Development Programme (2009 – 2010).

6. Financial Summary

	INCOME	EXPENDITURE
I. GOVERNMENT FUNDS		
Operating Expenses Block Grant		
(a) General Domain		
<ul style="list-style-type: none"> • Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen) 	\$2,944,716.00	\$2,590,473.48
<ul style="list-style-type: none"> • School & Class Grant Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.) 	\$588,678.00	\$2,007,715.37
<ul style="list-style-type: none"> • Subject Grants (for various subjects) Expenses of subjects, functional groups and committees 	\$116,217.54	\$124,271.1
<ul style="list-style-type: none"> • Other Grants (including Training and Development Grant, Enhancement Grant, Lift Maintenance Grant, etc.) 	\$372,436.33	\$158,517.60
<ul style="list-style-type: none"> • Composite IT Grant 	\$335,307.00	\$305,418.90
(b) Special Domain		
<ul style="list-style-type: none"> • Grants related to student support 	\$5,866.00	\$4,428.00
<ul style="list-style-type: none"> • Grants related to extensive reading 	--	\$20,485.38
<ul style="list-style-type: none"> • Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers) 	\$851,865.56	\$972,837.00
<ul style="list-style-type: none"> • Other Non-recurrent Grants 	\$774,115.00	\$22,000.00
<ul style="list-style-type: none"> • Composite Furniture and Equipment Grant 	\$379,132.00	\$250,799.00
II. SCHOOL FUNDS (GENERAL FUNDS):		
<ul style="list-style-type: none"> • Tong Fai 	\$302,217.00	\$183,722.79
<ul style="list-style-type: none"> • Donations 	\$45,500.00	\$42,900.00

Prepared by:

Endorsed by:

Mr. G. W. Au
Principal

Fr. John B. Tsang
Supervisor

Date: 8 October 2010