

# **RAIMONDI COLLEGE SECONDARY SECTION**



## **SCHOOL REPORT**

### **2010 – 2011**

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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, 1 studio, 1 gymnasium, 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 2010 - 2011: 933

Total no. of teaching staff in 2010 - 2011: 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 Optimizing effective learning and teaching in the classroom through Knowledge Building**

- (a) Making pedagogical plans for addressing students' different needs in learning
  - Students' learning outcomes at junior and senior levels have been mapped with learning objectives by subject panels.
  - The Planning-Implementation-Evaluation(PIE) mechanism has been employed by some subject panels (Mathematics, EPA, IS and Biology) to tackle students' learning problems and address the issue of learner diversity.
- (b) Fostering classroom learning using the Knowledge Building(KB) model
  - The lesson observation form has been revised to include KB elements such as pre-lesson preparation, learning task design, scaffolding, consolidation and application.
  - The effectiveness of Knowledge Building in the classroom has been monitored through a two-tier lesson observation scheme by school administrators and by peers.
  - Peer lesson observation has been tried out across subjects under the Science and PSHE KLAs.
  - The peer lesson observation scheme has included a critical dialogue between the teacher and the observer.
  - The sharing of good practices among teachers on the use of the Knowledge Building model in teaching as well as an introduction of brain-based learning took place during the 2<sup>nd</sup> Staff Development Seminar on 20 May 2011.
- (c) Development in cross-curricular coordination and teacher collaboration
  - Cross-curricular coordination
    - S4-5 argument presentation enhancement scheme (Liberal Studies, Chinese and Religious Studies)
    - S3 musical drama (English and Music; trained by an additional native English-speaking teacher)
    - S4-6 business projects including China factory visits and Lunar New Year Fair (Economics, Geography, BAFS, Business Studies and Principles of Accounts; co-organized with the Raimondi Alumni Association)
    - S3 oral History project (Chinese History, History)
    - S5 science school-based assessment (Physics, Chemistry and Biology)
  - Collaborative lesson preparation (Chinese, Liberal Studies, EPA, Chemistry)

#### **2.1.2 Gearing teaching and assessment practices towards the requirements of standards-referencing**

- (a) Standards benchmarking for NSS subjects
  - Student performance in NSS subjects has been expressed in terms of levels and level descriptors. They form an integral part of our curriculum work.

- Examination papers have been set with appropriate proportion of questions to assess a range of student abilities, from basic to higher order.
- Marking of uniform test/examination papers has been standardized among teachers by measures such as block marking, double marking, using marking schemes or rubrics.
- Reporting student attainment (S4-5) in terms of HKDSE levels in the report cards:
  - A set of generic descriptors has been drawn up to provide an overall description of the performance standards of students at different levels across subjects.
  - Level-score correspondence has been established by calibrating students' performance in internal assessment with information from the HKDSE Standards-referenced Reporting Information Package.
  - The new reporting system provides clearer information on students' performance for students, teachers and parents, so that follow-up actions can be devised more accurately.
  - Interpretations of HKDSE levels (e.g. in relation to university entrance requirements) were explained to parents and students via seminars, careers talks and the school website.

(b) Gearing teaching and learning practices towards improving students' academic performance

- Assessment data gathered in uniform tests/examinations were analyzed by the School Administration and Improvement Committee, subject panels and during teachers' meetings for diagnosing students' learning problems and devising follow-up work.
- Strategies devised to help students attain higher academic levels include:
  - planning for enrichment and remedial programmes (S5 enrichment & remedial programmes for NSS subjects in April-May 2011, S4 & 5 summer tutorial programme, subject-based programmes for English, Mathematics, Physics, Chemistry and Principles of Accounts); and
  - guidance and counselling support for target students by members of the School Administration and Improvement Committee and the Student Support Committee.

(c) Planning and coordination of School-based Assessment(SBA) for NSS subjects

- The yearly schedules for SBA in S5 were prepared by subject panels, which were tabulated and adopted by the Curriculum Development Committee(CDC) in the first term.
- The implementation of S5 SBA was monitored closely according to schedule.

### 2.1.3 Creating conditions for reading-to-learn that is conducive to self-directed learning

(a) Reading-to-learn programmes

- Book shelves have been reserved in the school library for accommodating resources for the NSS subjects. Collaborative resource-based programmes listed below have been implemented by the school library:
  - S2-3 book recommendation contest (with the Chinese Society)
  - PTH drama competition (with the Chinese Society)
  - S5 Independent Enquiry Study project (with the Liberal Studies Department)

- Activities to cultivate reading habit in school includes
    - English: Inter-class debating competition, public speaking contest, newspaper commentary
    - Chinese: Reading schemes (S1-7), SBA reading records (S4-7)
    - The school library: Book Exhibition
  - Reading tasks employed by non-language subjects encompass news clippings (Liberal Studies), famous speech of historical figures (History), articles from Hong Kong Economic Journal (Economics) and articles on eClass (Physics).
- (b) A language-rich school environment has been facilitated through:
- A policy for encouraging communication in English and PTH outside the classroom
  - Trade market project for S1, S4 and S5 students and musical drama for S3 students
  - PTH solo verse training course (conducted by an outside teacher) and pinyin class

#### 2.1.4 Reflection

- Our top priority in the domain of Learning and Teaching is to prepare students for the first Hong Kong Diploma of Secondary Education (HKDSE) Examination in 2012. With the establishment of the standards-referenced reporting system which features a set of generic level descriptors, our assessment measures should be tied in with learning and teaching strategies that help students make advancement through the performance levels. These strategies will continuously be devised, introduced and refined by means of the Planning-Implementation-Evaluation (PIE) mechanism.
- The Knowledge Building model will be developed further to enhance students' capacity for self-directed learning. In particular, nurturing students' study skills and learning habits consistent with the model as well as employing Cognitive Science concepts to aid brain-based learning which will be our focus of action research and development in the future.
- After its initial two years, it is time for us to review the S4-6 senior secondary curriculum to make it more compatible with students' abilities, aptitudes and interests. The review will certainly lead to adjustments in the junior secondary curriculum in order to ensure smooth transition and better coordination.

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

### 2.2.1 Formulation and implementation of a Healthy School Policy

- (a) Formulation of a school policy on healthy life style
- Some anti-drug educational programmes were conducted although formulation of the Healthy School Policy has been postponed, pending further information on relevant resources.
  - The feedback from various stakeholders indicated that the best method to reduce and rectify deviant behaviour is to strengthen students' confidence in learning, improve interpersonal relationships and develop self-management skills, as well as cultivate healthy interests and hobbies.
- (b) Adopting a thematic approach towards student support
- The theme of 'Taking Courage to Shoulder One's Responsibility' was shared

among student support teams and the Student Activities Committee in planning their schemes of work and programmes.

- A number of talks, seminars, workshops, site visits and whole school activities were arranged and conducted for students. These activities aimed to nurture a goal-driven approach to planning for tertiary education in the senior levels and to brush up the self-management skills for a positive secondary school life among the junior level students.
- (c) Revision of the Moral and Civic Education (MCE) Programme
- The revision work was completed in August 2010 with updated information on drugs and environmental protection education.
  - Class-based lesson design was introduced and tried out. The pilot scheme has generated a generic framework and guidelines for future use.
- (d) Experiential learning to enhance self-understanding
- The S5 students were engaged in one of the following service learning tasks and experience sharing events: services for the disabled, elderly services under the Top Wisdom Elderly Academy and dialogue with past drug addicts to understand the harmful effects of drug abuse. The majority of the students completed at least 10 hours of community service each.
  - Workshops, field trips, and camping activities, with a total learning and experience time of 60 hours on the topic of 'Poverty', were arranged for eight S4 leaders. Participants were required to design teaching materials and conduct lessons during the Class Teachers' Periods.
  - All S4 students participated in the Dialogue-in-the-Dark experiential learning activity.
- (e) Support programme for S1
- The S1 Orientation Day was conducted in August 2010.
  - Counselling, mediation services, and social/study skills development programmes were provided for students with Special Educational Needs (SEN) and students with learning difficulties.
  - Case conferences or mediation services were provided for class teachers and subject teachers to support their work with SEN students or students with learning difficulties.
  - A social skills training programme was arranged for junior level female students to help them handle their relationship with the opposite gender during teenage years.
- (f) Reinforcement of student's general appearance and punctuality
- A referral scheme has been formulated and tried out since October 2010. Teachers are getting familiar with the mechanism and are cooperative with head teachers/assistant head teachers and form discipline teachers in rectifying student's misbehaviour.
  - Problems on the accuracy of S7 attendance record were identified and remedied.
  - The record of late-coming incidents was highly affected by some habitual late-comers.
  - The patrol system and 'Teacher-on-duty Scheme' have been implemented

since September.

(g) Parent Education

- 9 parent education workshops, covering topics like parenting and learning, were conducted for parents of various forms by different parties, such as the Parent-Teacher Association, Guidance Team, Careers Team, Curriculum Development Committee and Student Support Committee.

2.2.2 Setting guidelines for the administration of student-run co-curricular activities under the NSS academic structure

(a) Formulation and implementation of guidelines on student-run co-curricular activities for S6 and S5 students

- A new policy for the running of Extra-curricular Activities(ECA) clubs has been formulated. S4 & 5 students are suitable for taking up ECA posts.
- The Student Learning Profile(SLP) has taken shape through the use of the e-class i-portfolio system. Scaffolds have been provided for S5 students to prepare the self account in their SLPs.

2.2.3 Devising a mechanism for the identification of talented students for linguistic, numeracy, creativity and leadership in junior levels

(a) Identification of talented students

- Guidelines for the identification of talented students were distributed to subject panels and teams. A flow chart of the referral procedures has been worked out for use.

(b) Support for talented students

- Talented students were nominated to attend courses organized by external agents for extra training and exposure.

2.2.4 Reflection

- The Discipline Team needs to iron out measures to help students honour their commitment of completing homework.
- Early detection of students with learning difficulties and subsequent supportive actions are necessary to facilitate a proactive approach to enhancing learning effectiveness.
- The Student Support Committee has to coordinate the work of the Discipline and Guidance Teams in handling students with discipline problems. There needs to be further collaboration between the two teams in supporting students with learning difficulties.
- Further guidance has to be provided for female students to handle opposite gender relationships in school.
- The Healthy School Policy, to be drafted during the next academic year, should place emphasis on cultivating positive values and developing a healthy life style.
- To optimize our support for talented students, the Guidance Master needs data and information. It is suggested that all teams and panels involved prepare a report of any talented students they identify for the consideration of the Guidance Master.
- Care has to be taken in carrying out measures to further improve students' self-discipline, for example, in maintaining a tidy appearance, so as not to bring harm to the harmonious teacher-pupil relationship.

- There is a need for developing a more structured parent education curriculum in order to better support whole person education in school.
- The orientation programme for S1 parents should be restructured to include class teachers and PTA Executive Committee members so as to increase their involvement and provide parents with a better understanding of secondary school life.

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

### 2.3.1 Developing the school library into a resource centre in support of NSS learning and teaching

#### (a) Deploying resources to improve library facilities

- The School Librarian has become a regular member of the Curriculum Development Committee in order to facilitate closer cooperation between the librarian and subject panel heads.
- Department heads and subject coordinators were requested to allow budget for the procurement of subject-related resources for the library.

#### (b) Setting up a reading corner for junior form students

- A reading corner has been set up in Karl Hall to strengthen the reading habit of the S1-3 students.

### 2.3.2 Responding to the recommendations given in the External School Review Report

#### (a) Publication of the External School Review(ESR) Report

- The ESR report, received in June 2010, has been uploaded onto the school website and school intranet for the perusal of stakeholders.
- The ESR report was thoroughly studied by the School Administration & Improvement Committee, the general teaching staff and the School Management Committee. Members of the School Executive Committee and Parent-Teacher Association were informed of the main points of the report.

#### (b) Empowerment of middle managers

- Middle managers such as Department Heads, Subject Coordinators and Team Heads have been requested to identify issues, study their nature and address them using the PIE mechanism.
- Staff appraisal work including lesson observation and performance appraisal was delegated to the Assistant Principals and Department Heads of Chinese and Mathematics.

#### (c) Curriculum implementation in the classroom

- The Curriculum Development Committee has been charged with the tasks of actualizing the concepts of Knowledge Building in the classroom and strengthening curriculum coordination with the Primary Section.

#### (d) Team building and sharing of good practices through staff development activities

- 1<sup>st</sup> Staff Development Day (30 August 2010): “Dialogue-in-the-dark” activity for team building among teachers
- 2<sup>nd</sup> Staff Development Day (20 May 2011): sharing of good practices in teaching under the Knowledge Building model

2.3.3 Revision of the “Staff Manual” and “Code of Practice for Teaching Staff” to incorporate recent developments in the education system

(a) The “Code of Practice” for both the teaching and non-teaching staffs have been updated to include the following policies:

- School Policy on Preventing Sexual Harassment
- Procedures for Handling Complaints
- Procedures for Handling Staff Complaints

(b) The above policies were formulated in full consultation with stakeholders concerned.

2.3.4 Reflection

- The revision of the “Staff Manual” will be deferred to 2011-2012, since the education system in Hong Kong is undergoing tremendous changes and will not settle down until the end of the next school year.
- The following two areas of work have to be further developed:
  - Empowerment of middle managers
  - Curriculum coordination with the Primary Section

### 3. Student Performance

#### 3.1 2011 Hong Kong Advanced Level Examination

(i) Results of the best subjects:

Subject	Pass Percentage	Percentage of Grade A-C
Biology (AL)	89.7%	27.6%
Chemistry (AL)	89.7%	51.7%
Chemistry (ASL)	100%	40.0%
Chinese Language & Culture (ASL)	97.5%	32.1%
Computer Applications (ASL)	100%	57.9%
Economics (AL)	88.9%	25.9%
Geography (AL)	83.3%	16.7%
History (AL)	100%	33.3%
Mathematics & Statistics (ASL)	95.7%	26.1%
Physics (AL)	89.7%	51.7%
Use of English (ASL)	98.8%	24.7%
Visual Arts (AL)	100%	100%

(ii) Percentage of students meeting the minimum entrance requirements for local Bachelor’s degree programmes: 78.75%

(iii) Percentage of students pursuing further studies (local and overseas): 98.75%

## **4. Capacity Enhancement**

### **4.1 The Capacity Enhancement Grant was deployed to:**

- promote all-round education,
- employ instructors for music and sports training,
- employ 2 additional teachers for supporting curriculum reform, and
- sustain the dual-class-teacher system for S1-5.

## **5. Staff Development**

**5.1** Average time per teacher spent on continuous professional development activities in 2010 - 2011: 58.3 hours

**5.2** Principal's continuous professional development:

Action learning	110 hours
Service to educational bodies	53 hours
Total	163 hours

**5.3** 3 days were set aside for staff development activities in 2010 – 2011, which covered the following areas of work:

- “Dialogue-in-the-Dark” team building activity (30 August 2010)
- Sharing of good practices on Learning and Teaching using the Knowledge Building Model (20 May 2011)
- Catholic School Teachers’ Day – Vision and Mission of Catholic Education (20 May 2011)
- Planning for the school year 2011-2012 (5 July 2011)

**5.4** Professional interflow activities

1. School attachment in Raimondi College on 28-29 March 2011 under the Catholic School Leadership Development Programme (2010-2011):

- Ms. To Pui Sheung (Newman Catholic College)
- Ms. Lam Siu Yau, Diana (Tuen Mun Catholic Secondary School)

2. EDB School Visit on Teacher Development / Training / Induction: 30 May 2011

3. School visit from teachers of Singapore on 4-5 July 2011

- Mr. Lian Cheng Young, Richard (St. Hilda’s Secondary School, Singapore)
- Ms. Tan Yok Khoon (Geyland Methodist School, Singapore)

## 6. Financial Summary

	<b>INCOME</b>	<b>EXPENDITURE</b>
<b>I. GOVERNMENT FUNDS</b>		
Operating Expenses Block Grant		
(a) General Domain		
<ul style="list-style-type: none"> <li>• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen)</li> </ul>	\$3,027,244.00	\$2,581,647.63
<ul style="list-style-type: none"> <li>• School &amp; Class Grant Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, etc.)</li> </ul>	\$605,167.00	\$2,303,577.21
<ul style="list-style-type: none"> <li>• Subject Grants (for various subjects) Expenses of subjects, functional groups and committees</li> </ul>	\$119,471.63	\$78,298.7
<ul style="list-style-type: none"> <li>• Other Grants (including Training and Development Grant, Enhancement Grant, Lift Maintenance Grant, etc.)</li> </ul>	\$163,247.00	\$115,836.00
<ul style="list-style-type: none"> <li>• Composite IT Grant</li> </ul>	\$344,696.00	\$306,467.00
(b) Special Domain		
<ul style="list-style-type: none"> <li>• Grants related to student support</li> </ul>	\$6,030.00	\$3,790.00
<ul style="list-style-type: none"> <li>• Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)</li> </ul>	\$471,771.00	\$506,307.00
<ul style="list-style-type: none"> <li>• Other Non-recurrent Grants</li> </ul>	\$733,958.00	\$745,994.00
<ul style="list-style-type: none"> <li>• Composite Furniture and Equipment Grant</li> </ul>	\$518,072.10	\$233,181.40
<b>II. SCHOOL FUNDS (GENERAL FUNDS):</b>		
<ul style="list-style-type: none"> <li>• Tong Fai</li> </ul>	\$436,230.00	\$244,345.01
<ul style="list-style-type: none"> <li>• Donations</li> </ul>	\$43,500.00	\$31,600.00
<ul style="list-style-type: none"> <li>• Approved Special Collection</li> </ul>	\$236,400.00	\$268,638.00

Prepared by:

Endorsed by:

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Mr. G. W. Au  
Principal

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Fr. John B. Tsang  
Supervisor

Date: 11 October 2011