RAIMONDI COLLEGE
SECONDARY SECTION

ANNUAL SCHOOL PLAN
2016 – 2017
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Abbreviations

1. ADC : Academic Development Committee
2. AGM : Annual General Meeting
3. APASO : Assessment Programme for Affective and Social Outcomes
4. AQP : Assessment Quality-assurance Platform
5. CTP : Class Teacher’s Period
6. EDB : Education Bureau
7. F&E : Furniture and equipment
8. HKDSE : Hong Kong Diploma of Secondary Education
9. HKEAA : Hong Kong Examinations and Assessment Authority
10. HKSAR : Hong Kong Special Administrative Region
11. IMC : Incorporated Management Committee
12. KLA : Key Learning Area
13. PIE : Planning-Implementation-Evaluation
14. QEF : Quality Education Fund
15. RAA : Raimondi Alumni Association
16. RAAF : Raimondi Alumni Association Fund
17. RCPTA : Raimondi College Parent-Teacher Association
18. SAC : School Administration Committee
19. SDT : Staff Development Team
20. SIT : School Improvement Team
21. SSC : Student Support Committee
22. WebSAMS : Web-based School Administration and Management System
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. We shall uphold and pass on the core values of Catholic Education (Truth, Justice, Love, Life and Family) to students to prepare them properly for their life and future responsibilities.

\[
\begin{array}{ccc}
UNITY & PERSEVERANCE & LOVE \\
\end{array}
\]

II. **Major Concerns for 2015 - 2018**

1. To nurture a student-centred and language-rich learning environment conducive to effective learning and teaching
2. To cultivate in students the five core values of Catholic Education for their life planning

**Major Concerns for 2016-2017**

1. **To nurture a student-centred and language-rich learning environment conducive to effective learning and teaching**
   1.1 Promoting interactive classrooms through developing learning communities among students and teachers
   1.2 Enhancing students’ language proficiency by the further development of the language-across-the-curriculum programme and the junior secondary Chinese Language curriculum
   1.3 Initiating investigative projects and reviewing relevant curricula for Science, Technology, Engineering and Mathematics (STEM) education

2. **To cultivate in students the five core values of Catholic Education for their life planning**
   2.1 Adopting a holistic approach for the cultivation of two of the five core values, ‘love’ and ‘life’, within school
   2.2 Adopting an integrated approach for the implementation of life education and life planning support programme
   2.3 Re-introducing the house system for strengthening the familyhood atmosphere in school

**Long Term Vision:**

- Unity (Whole-person Development)
- Perseverance (Life-long Learning)
- Love (Pupil-centredness)
III. School Structure

RAIMONDI COLLEGE
School Organization Chart (2016-2017)

The Episcopal Delegate for Education Catholic Education Office

Raimondi Alumni Association

Incorporated Management Committee

Supervisor

Principal

Financial & Asset Management Team
S.K. Wong, B. Ling, R. Lo, F. Shum, C. Wong

Crisis Management Team
VPs, APs, S.K. Wong, D. Chung, S.S. Wu, A. Law

School Administration Committee
VPs, APs, W. Chiu, S.K. Wong, D. Chung, D. Wong, C.S. Sin, A. Lau

School Improvement Team
VPs, APs, A. Law, D. Chung, R. Wong, R. Lo, A. Lau, C.S. Sin

Assistant Principal
(Student Support and Partnership)

Vice Principal
(Student Support and School Ethos)

Vice Principal
(Academic and Staff Affairs)

Assistant Principal
(Academic Development)
RAIMONDI COLLEGE

1. Major Concern: To nurture a student-centred and language-rich learning environment conducive to effective learning and teaching

<table>
<thead>
<tr>
<th>Strategies/Tasks</th>
<th>Time Scale</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>People Responsible</th>
<th>Resources Required</th>
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</thead>
</table>
| (a) Developing learning communities among students conducive to more interactive & productive learning | Whole year | • Teacher-student and student-student interactions in class are increased  
• The academic results of students are improved as revealed from assessment data “Small-Class Teaching Scheme”  
• The quality of assignments and projects completed by students are raised  
• The results from the Stakeholder Survey on students, parents and teachers as well as the “Small-Class Teaching Scheme” survey are positive | - Collecting assessment data  
- Observing lessons  
- Collecting feedbacks from students, teachers and students through conducting the Stakeholder Survey and the survey on “Small-Class Teaching Scheme” as well as executing the “My Goal My Path” project  
- Inspecting students’ assignments and projects  
- Scrutinising documents from the Academic Development Committee (ADC), Student Support Committee (SSC), School Improvement Team (SIT), Staff Development Team (SDT) and subject panels | ADC  
SSC  
SIT  
SDT  
Panel Heads  
Subject teachers | - Employing additional teachers  
- Making use of additional classrooms  
- Carrying out Stakeholder Survey of the Education Bureau (EDB)  
- Purchasing e-Class “Student Data Analysis System” |

• Splitting S1-2 classes from 4 to 5 at each level  
• Split-class arrangements for core subjects in S3 as well as S3 Computer Literacy, S4 & S6 Chinese Language, S4-5 Liberal Studies and S5 English Electives  
• Designing special seating arrangement in S1-2 classrooms  
• Grouping S1-2 students purposely to form effective learning communities  
• Devising strategies for an interactive classroom to foster learning effectiveness and to cater for learning diversity  
• Setting up elite class system with the development of its extended curriculum and assessment mechanism  
• Collecting assessment data systematically for follow-up actions
<table>
<thead>
<tr>
<th>Strategies/Tasks</th>
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</thead>
</table>
| (b) Developing learning communities among teachers conducive to higher teaching & learning effectiveness  
- Producing videos for flipped classroom and pre-lesson preparation tasks  
- Using Google Classroom as electronic platform for teacher-student communications  
- Infusing information technology in classroom learning and teaching  
- Working together with other schools, Education Bureau (EDB) and the University of Hong Kong (HKU) through experience-sharing and consultation  
- Executing collaborative lesson planning and peer lesson observation for professional development  
- Designing lessons with the use of “Knowledge-Building” principles  
- Implementing subject-based projects on improving student learning  
- Facilitating cross-discipline projects to promote higher-order integrated learning | Whole year | Over 100 videos are produced by different subject panels  
- All teachers are using Google Classroom to communicate with students  
- Collaborative lesson planning is accomplished by some subject panels  
- All teachers are utilizing “Knowledge-Building” principles to plan their lessons  
- The following projects on student learning are executed with the results revealed from evaluation reports being positive  
- The HKU “Designing Powerful Learning Environment (DPLE)” Project on the subjects of Life & Society and Mathematics  
- The EDB project “catering for learner diversity through effective teaching strategies and assessment design” under the Professional Development Schools (PDS) Scheme of the School-based Support Services on Liberal Studies  
- Cross-discipline projects (S1 field study of Ping Shan Heritage Trail, S1-2 Chinese cultural modules, S1-3 life of eminent past people study, S3 science project, S3 musical drama, S4 fashion show) | Collecting survey data from subject panels  
- Inspecting lesson plans and observing lessons  
- Inspecting students’ assignments  
- Scrutinising evaluation reports on different projects  
- Collecting feedback from officers, scholars and teachers from other schools | ADC  
- Information Technology Team  
- SDT  
- Panel Heads  
- Subject teachers | School-based Support Services from the EDB  
- Professional support from the HKU Faculty of Education  
- Professional exchanges with other schools  
- Application for the Quality Education Fund |
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<thead>
<tr>
<th>Strategies/Tasks</th>
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</thead>
</table>
| 1.2 Enhancing students’ language proficiency by further development of the language-across-the-curriculum programme and the junior secondary Chinese Language curriculum |            | (a) Further development of the language-across-the-curriculum (LAC) programme  
- Assigning English lessons to LAC in S1-2 classes  
- Revising the curricula of the subjects using English as the medium of instruction (EMI) and aligning the learning, teaching and assessment strategies to address the learning needs of students  
- Reviewing the relevant learning and teaching materials used in the subjects of Integrated Science, Mathematics and Life & Society by the LAC Team |  
- The curricula of EMI subjects are revised  
- The learning, teaching and assessment strategies are geared towards the needs of students learning EMI subjects  
- The relevant learning and teaching materials used in Integrated Science, Mathematics and Life & Society are reviewed  
- Students’ skills in decoding and answering the questions in the assessments for the EMI subjects are sharpened |  
- Collecting assessment data  
- Collect feedback from students  
- Scrutinizing documents from ADC, LAC Team and relevant subject panels |  
- ADC  
- LAC Team  
- Ms. L. Fruean (native English-speaking teacher, NET)  
- English Panel  
- EMI subject panels  
- EMI subject teachers |  
- Employing NET |
<table>
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<tr>
<th>Strategies/Tasks</th>
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<th>Resources Required</th>
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</thead>
<tbody>
<tr>
<td>(b) Further development of the junior secondary Chinese Language curriculum</td>
<td>Whole year</td>
<td>- The writing, reading, speaking and integrated skills of S1-3 students in Chinese Language are polished as revealed from the assessment results&lt;br&gt;- Junior secondary students can establish strong foundation in Chinese Language for articulation to secondary studies&lt;br&gt;- The Chinese Language abilities of the NCS students are improved to catch up with the local Chinese students</td>
<td>- Collecting assessment data&lt;br&gt;- Collecting feedback from students&lt;br&gt;- Observing lessons&lt;br&gt;- Inspecting students’ assignments&lt;br&gt;- Scrutiny of documents</td>
<td>- ADC&lt;br&gt;- Chinese Language Panel Head / Deputy Panel Head&lt;br&gt;- Chinese Language Subject teachers</td>
<td>- Purchase of online Chinese reading programme&lt;br&gt;- The EDB School-based Support Services for NCS Chinese Language&lt;br&gt;- NCS Grant</td>
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<td>• Improving students’ writing ability through implementing Chinese Writing Portfolio and setting-up school-based practical writing materials</td>
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<tr>
<td>• Fostering students’ reading ability by establishing school-based learning materials for cultural concepts and reading strategies as well as improving the present Chinese reading scheme</td>
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<tr>
<td>• Equipping students’ integrated skills of information processing, analysis, selection and assimilation in Chinese passages</td>
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<td>• Enhancing “Classical Chinese” (文言文) teaching in S1-3 so as to lay foundation for senior secondary study of Chinese Language</td>
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<td>• Fostering Putonghua speaking ability of students through diversified pedagogies like story-telling, reading, speech, role-play, etc.</td>
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<td>• Optimizing the non-Chinese speaking (NCS) Chinese Language curriculum by aligning the learning, teaching and assessment strategies</td>
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<td>Strategies/Tasks</td>
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<tr>
<td>(a) Initiating investigative projects for STEM education</td>
<td>Whole year</td>
<td>Most students are equipped with basic knowledge and skills in STEM education</td>
<td>· Collecting feedback from students</td>
<td>· ADC</td>
<td>· Application for the Quality Education Fund</td>
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<tr>
<td>· Carrying out STEM projects by selected students</td>
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<td>A larger proportion of students are motivated to further their studies in STEM</td>
<td>· Scrutinizing ADC, STEM Team and panel documents</td>
<td>· STEM Team</td>
<td>· Support from the alumnus, Dr. Jack Kwan</td>
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<tr>
<td>- Aquaculture-agriculture project</td>
<td></td>
<td>education</td>
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<td>· Physical Education (PE) Panel Head</td>
<td>· Professional exchange with other schools</td>
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<td>· Hand-dryer project</td>
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<td>Talented students are able to carry out</td>
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<td>· PE subject teachers</td>
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<td>· Training interested students to operate namecard-sized computers “Raspberry Pi”</td>
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<td>STEM research studies through independent learning</td>
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<td>· Implementing data-logging &quot;stair running&quot; project to sharpen athletes</td>
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<td>performance by the Physical Education (PE) Panel</td>
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<td>· Exploring the feasibility of establishing a horticultural research garden and a</td>
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<td>STEM research laboratory</td>
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<tr>
<td>(b) Reviewing relevant curricula for STEM education by enrichment of teaching</td>
<td>Whole year</td>
<td>Teaching in relevant topics is enriched</td>
<td>· Collecting assessment data</td>
<td>· ADC</td>
<td></td>
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<td>in certain topics, revision of worksheets, introduction of new projects and</td>
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<td>· STEM worksheets are produced</td>
<td>· Observing lessons</td>
<td>· STEM Team</td>
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<td>restructuring of syllabuses</td>
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<td>· STEM projects are introduced</td>
<td>· Inspecting students’ work</td>
<td>· Physical Education (PE) Panel Head</td>
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<td>· Computer Literacy</td>
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<td>· Scrutinising panel documents (e.g. schemes of work)</td>
<td>· PE subject teachers</td>
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<td>· Integrated Science</td>
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<td>· Physics</td>
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<td>· Chemistry</td>
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<td>· Biology</td>
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<td>· Mathematics</td>
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</table>
2. Major Concern: To cultivate in students the five core values of Catholic Education for their life planning

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<tr>
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<tbody>
<tr>
<td><strong>2.1</strong></td>
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<tr>
<td>Adoption of a holistic approach for the cultivation of two of the five core values – ‘love’ and ‘life’ within school.</td>
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</tbody>
</table>
| **2.1.1 S1 Orientation**  
• Introduce to S1 parents and students the Core Values of Catholic Education | 20/8/2016 | • Most parents and students understand the core values of Catholic Education, school ethos and major concerns of studying in Raimondi. | • Evaluation meeting with Guidance teachers and class teachers  
• Feedback from parents and students | • Guidance Team | • Hall  
• Caritas |
| **2.1.2 Theme of the Year: ’豐盛人生 由愛出發’  
‘Live a Meaningful Life with Love’**  
• Introduce Life Planning Education | Whole Year | • Most students are able to tell the theme of the year  
• Most students take an active part in various activities | • Observation  
• Evaluation worksheet | • Life Planning Education Team  
• Religious Affairs Team (RAT) |
| **2.1.3 Hall Assembly**  
• Joint-team collaboration in the design of the programme  
• Messages related to the core values of “Love” and “Life” will be delivered in the hall assembly. | Whole year | • Most students are able to value their identities they have.  
• Most students have a stronger sense of belonging towards school.  
• Most students’ discipline can be strengthened and, as a result, students’ learning can be enhanced. | • Questionnaire  
• Observation | • Discipline Team |
| **2.1.4 Cross-curricula programme in promoting the Theme of the Year**  
• MCET Team will liaise with the Chinese Language, English Language, BAFS and RS panels in organizing thematic events  
• Chinese Panel (Thematic Writing Competition)  
• English Panel (Song Dedication)  
• RS Panel (Thematic Sharing)  
• BAFS Panel (Workshop on Financial Management)  
• Reading Team (DEAR Reading Scheme) | Whole Year | • Most students are able to exhibit their understanding of the theme of the year in words or action in school | • Class teachers observation and evaluation  
• Activity record | • Moral & Civic Education Team  
• Chinese Language Panel  
• English Language Panel  
• BAFS Panel  
• Religious Affairs Team  
• Reading Team | $1000 |
| **2.1.5 Community Service for S3 (助人自助) and S4 (愛貧為先)**  
• Introduce community services from Caritas for students so that they can understand that it is more blessed to give than to receive | Whole Year | • Each student will participate in at least one community service activity  
• Most students will be aware of the right of the under privileged  
• Most students take an active part in the programme | • Class teachers observation and evaluation  
• Student activity report  
• Report from Social Worker | • Moral & Civic Education Team  
• Caritas  
• School Social Worker | $12000 |
<table>
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<tr>
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<tbody>
<tr>
<td>2.1.6 Class-Based Activities to echo with the theme of the school year</td>
<td>Whole Year</td>
<td>• Most students exhibit a stronger sense of unity and class spirit. • Each class is able to organize the activities successfully.</td>
<td>• Form evaluation meeting • Activity evaluation form</td>
<td>• Moral &amp; Civic Education Team • Class Teachers</td>
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<td>2.1.7 5-Day–4-Night Summer Sports Training Camp co-organized with connected sports schools in the mainland to cultivate the “ No pain No gain &quot; spirit among students</td>
<td></td>
<td>• 60% of athletes will join the summer training camp • Most participated athletes show improvement in sports performance</td>
<td>• Survey • Feedback from coaches • Observation and results of the performance • Observation and feedback from students</td>
<td>• ECA Team • PE Panel</td>
<td>• Wide Life Learning Fund</td>
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</tbody>
</table>

2.2 Adopting an integrated approach for the implementation of life education and life planning programme

| 2.2.1 Setting up of the Life Planning Education Team for the planning, implementation and evaluation of life education and life planning | Whole Year | Students are able to use the log sheets and project handbooks to record their achievement in extra-curricular activities / plan for their study / develop their learning objectives. • Most stakeholders find the curriculum effective. • FHC is successfully formed and functions effectively. | • Checking the log sheets and handbook by class teachers and parents • Feedback from FHC advisors, FHC members, students | • VP • Team Heads of Careers Team, Moral & Civic Education Team and Guidance Team • Floral and Handcraft Club | |

| 2.2.2 Mentorship Schemes | Whole year | For S1–4, the Class teachers will be the mentors while for S.5 and S.6, the subject teachers and the members of the Life Planning Education Team will serve as mentors. • Each S5 and S6 mentor will look after 6 mentees. • The mentors and mentees meet according to the schedule. • Most students find the mentorship programme useful in helping them set short-term and long-term goals. | • Mentee and Mentor log books | • Life Planning Education Team • SAMS team • Class teachers • Subject teachers | |

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<tbody>
<tr>
<td>2.2.2 a. Junior Form: My Goal, My Path</td>
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<td>b. Senior Form: My Growth, My Prospect</td>
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<tr>
<td>The mentor provides guidance, advice, study skills and support to his/her mentees</td>
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<td>Guide S.4 to S.6 students to make informed decision on JUPAS programme choices and how to prepare well for HKDSE examinations</td>
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<tr>
<td>Strategies/Tasks</td>
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<td><strong>2.3 Re-introducing the house system for strengthening the familyhood atmosphere in school</strong></td>
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<tr>
<td>House System will be launched</td>
<td>Sept to Dec 16</td>
<td>• The Scoring System is able to generate a constructive competitive atmosphere among students&lt;br&gt;• House Advisors find that the vertical coordination is enhanced within school</td>
<td>• Observation&lt;br&gt;• Questionnaire</td>
<td>• ECA Team</td>
<td>• Support from alumni</td>
</tr>
</tbody>
</table>
V. Work Plan on Capacity Enhancement Grant

Work Plan on the Use of Capacity Enhancement Grant in 2016/2017

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Major Area(s) of Concern</th>
<th>Strategies/Tasks</th>
<th>Benefits Anticipated</th>
<th>Time Scale</th>
<th>Resources Required</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
<th>People Responsible</th>
</tr>
</thead>
</table>
| All-round Education | • To promote arts and physical education | • To employ instructors for music and sports | • Whole person development of students  
• Teachers’ workload will be relieved | Throughout the school year | • Music instructors/conductors: $133,920  
• Sports trainers: $60,000 | An increase of students’ interest in music and sports | • Observing lessons  
• Scrutinizing panel documents | Ms. C. Chan  
Mr. W.Y. Yau |
| Interactive learning | • To support the Small Class Teaching Scheme  
• To support the school projects on student learning | • To provide students with an interactive classroom  
• To help implement the school projects on student learning | • Conditions conducive to an interactive classroom can be created  
• Learning effectiveness will be enhanced | Throughout the school year | • 2 Teachers $554,400 | Improved learning atmosphere and performance | • Collecting assessment data  
• Observing lessons  
• Scrutinizing panel documents | Mr. K.H. Tam  
Ms. R. Sit |

**Estimated Expenditure:** $748,320
## VI. Work Plan on Diversity Learning Grant

**Annual Programme Proposal for Diversity Learning Grant (DLG)**

**Other Programme: Gifted Education for 2016/2017**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Programme</th>
<th>Objective</th>
<th>Target</th>
<th>Duration</th>
<th>Teacher i/c</th>
<th>Budget</th>
</tr>
</thead>
</table>
| English Language               | Training course on English debate             | To enhance students’ skills in English debate                           | • 15 students  
• S4 & S5 students  
• Nominated by English teachers | First Term | Ms. B. Ko                | $10,000  |
| Arts Education (Visual Arts & Music) | Fashion show                                   | To help students apply the knowledge and skills in Visual Arts and music in an authentic context. | • 20 students  
• S4 students  
• Interested students | Second Term | Ms. E. Ko  
Ms. C. Chan  | $5,000  |
| Chinese Language               | Training course on Chinese debate             | To polish students’ skills in Chinese debate                           | • 15 students  
• S4 & S5 students  
• Nominated by Chinese teachers | First Term | Mr. M.Y. Wong            | $10,000  |
|                                | Training course on Chinese creative writing   | To improve students’ ability in creative writing                        | • 40 students  
• S5 & S6 students  
• Nominated by Chinese teachers | First Term | Ms. P.H. Yung           | $15,000  |
| Mathematics                    | Training course on problem-solving in Mathematics | To facilitate students’ logical thinking skills in mathematical problem-solving | • 15 students  
• S4 & S5 students  
• Nominated by Mathematics teachers | First Term | Mr. P.K. Yip  
Mr. S.H. Yau  | $10,000  |
| Science                        | Aquaculture-agriculture project               | To assist students investigate the ecological interrelationships between aquaculture and agriculture | • 15 students  
• S4 & S5 students  
• Nominated by Mathematics teachers | First Term | Mr. L. Yeung  
Ms. S.S. Wu  | $25,000  |
| Student Support                | Prefect Training Camp                         | To sharpen leadership and interpersonal skills in the Prefect Body      | • 40 students  
• S4-6 students  
• Senior Prefects | December 2016 | Dr. E. Lee            | $10,000  |

**Estimated Expenditure:** $85,000
## VII. Work Plan on Careers & Life Planning Grant

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Monitoring/Evaluation (Quantitative and Qualitative)</th>
<th>Allocation of CLP Grant</th>
</tr>
</thead>
</table>
| To devise career-related plans and school-based programmes that cater for the diverse needs of the students | 1. Hiring of an extra teacher to relieve the teaching load of Careers Mistress and other Team Heads of Student Support Committee  
2. Hiring of an extra Teaching Assistant (TA) to provide clerical support to Careers & Life-Planning Team | • Programme plan and evaluation reports would be scrutinised.  
• Teaching load of Careers Mistress and other Team Heads of Student Support Committee should be released to design cross-team programmes.  
• Teaching Assistant should provide support to relieve the load of administrative work of teachers in the Careers & Life-Planning Team. | Expenses on staff employment  
• Hiring of an extra teacher: $315,000  
• Hiring of an extra TA: $48,000 |

| To help junior formers acquire a better understanding of their interests and diverse abilities and to set appropriate career goals | 1. Cross-team mass programmes and Life Planning Education lessons for Junior Secondary students  
2. ‘My Goal, My Path’ – Mentorship Programme for Junior Secondary students  
3. Discovery Life Workshop by Stewards for S1  
4. Workshops by Federation of Youth for S1-S3  
5. School-based workshops on stress management, health management and sex education  
6. University Visits and Taster Programmes for S1-S3  
7. Mock Senior Secondary Elective Selection for S3 | • Class teachers would be assigned as mentors of their respective classes.  
• Class teachers would be able to check the progress of their mentees with the help of the ‘My Goal, My Path’ Mentorship Programme handbook.  
• Class teachers would meet with mentees for discussion at least 2 times per year.  
• Documents, i.e. ‘My Goal, My Path’ Mentorship Programme handbooks, would be scrutinized.  
• Oral feedback from class teachers  
• S3 students are able to make wise choices at SS elective selection based on the ‘ICAC’ model: Interest, Competitiveness (academic results), Ability and Career aspiration. | Expenses on school-based life-planning programmes: $10,000  
• Expenses on talks and workshops  
  - venues, souvenirs and honorarium for guest speakers: $6,000  
• Procuring services from agencies  
  i. **Edvenue Limited**  
    - ‘Keys to successful Admissions Interview’ and Mock Interview for S6 students: $20,000  
  ii. **Federation of Youth**  
    - Workshops for S1 and S2: $26,000  
    - Workshops for S3 (4 sessions in total with 8 social workers each): $20,800  
    - Talk on the relationship between personality and the choice of jobs for S4-S5 students: $1,600  
    - DISC Profile for S6: $5,200 |

(cont’d on next page)
### Objectives

To pave way for Senior Secondary students to make a smooth transition from secondary to tertiary education and/or workplace

To instil the two core values of Catholic education, ‘love’ and ‘life’ in students

### Strategies

<table>
<thead>
<tr>
<th>To pave way for Senior Secondary students to make a smooth transition from secondary to tertiary education and/or workplace</th>
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</thead>
<tbody>
<tr>
<td>1. Cross-team mass programmes and Life Planning Education lessons for Senior Secondary students</td>
</tr>
<tr>
<td>2. Business-School Partnership Programme for S4-S6</td>
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<tr>
<td>3. Inspirational Workshop ‘Aim High, Fly Higher’ for S4 students</td>
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<tr>
<td>4. Talk on relationship between personality and the choice of jobs for S4-S5</td>
</tr>
<tr>
<td>5. DISC Profile for S6</td>
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<tr>
<td>6. Workshop on Interviewing Skills and Mock Interviews for S6 students</td>
</tr>
<tr>
<td>7. School-based workshops on stress management, health management and sex education</td>
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<tr>
<td>8. Assigning teachers for Teachers’ Training on Careers and Life Planning Guidance such as Life Planning Education on SEN</td>
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<tr>
<th>To instil the two core values of Catholic education, ‘love’ and ‘life’ in students</th>
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<tbody>
<tr>
<td>1. Volunteer Training Workshop by Caritas (MCET) for S3 and S4</td>
</tr>
<tr>
<td>2. Life Journey Experiential Workshop for S4</td>
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<tr>
<td>3. Establishing Floral and Handcraft Club</td>
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</tbody>
</table>

### Monitoring/Evaluation (Quantitative and Qualitative)

- Oral feedback from S6 teachers, mentors of the S6 students
- Documents, i.e. ‘My Growth, My Prospect’ Mentorship Programme handbooks, would be scrutinized.
- JUPAS data would be used as one of the tools to assess the effectiveness of the mentorship scheme.
- Survey to be conducted. 75% of the students attended attain a better understanding on how to perform well in interviews.
- Survey to be conducted. 70% of students attended a better understanding on self-management skills and learn how to set goals accordingly.

### Allocation of CLP Grant

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<table>
<thead>
<tr>
<th>International Culture Education</th>
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<tr>
<td>iii. Inspirational Workshop for S4: $1,500</td>
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<tr>
<th>Stewards</th>
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<tr>
<td>iv. Discovery Life Workshop for S1: $10,000</td>
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<thead>
<tr>
<th>Caritas</th>
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<td>v. Volunteer Training MCET: $12,000</td>
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<th>Guidance Team and FHT</th>
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<td>vi. $60,000</td>
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<tr>
<th>Life Journey Jockey Club</th>
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<tr>
<td>vii. Life Journey Experiential Workshop: $14,300</td>
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<tr>
<td>Objectives</td>
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<td>----------------------------------------------------------------------------</td>
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</tbody>
</table>
| To provide parents with information related to students’ career decisions | 1. Launching of the new programme ‘Gifted Parents’  
2. Senior Secondary Elective Selection Talk for S3 Parents  
3. JUPAS Admission Talk for S6 Parents | • Feedback from stakeholders, including teachers, parents and students, is favourable.  
• Around 50 parents would sign up for the courses of ‘Gifted Parents’.  
• 75% of the students attended can identify their learning goals and make wise decisions on their SS elective choices.  
• 90% of the participants understand how to make informed decisions on JUPAS programme choices. | /                        |
| To further update the resource centre for careers and life-planning purpose | 1. Purchasing reference books on Careers and Life-Planning  
2. Purchasing of reference books about other public examinations | • Oral feedback from students  
• Students would borrow reference books to assist them with making career decisions and attempting other public examinations, such as IELTS. | • Expenses on the Careers and Life Planning Resource Centre: $4,000 |

Other Expenses Reserve for contingency use: $20,000

Remarks:
- Budget (proposed) for 2016-2017: $574,400
- Grant for 2016-2017: $566,880
- Carried forward from 2015-2016: $101,947.80

Estimated income for 2016-2017 $101,947.80 + $566,880 = $668,827.80