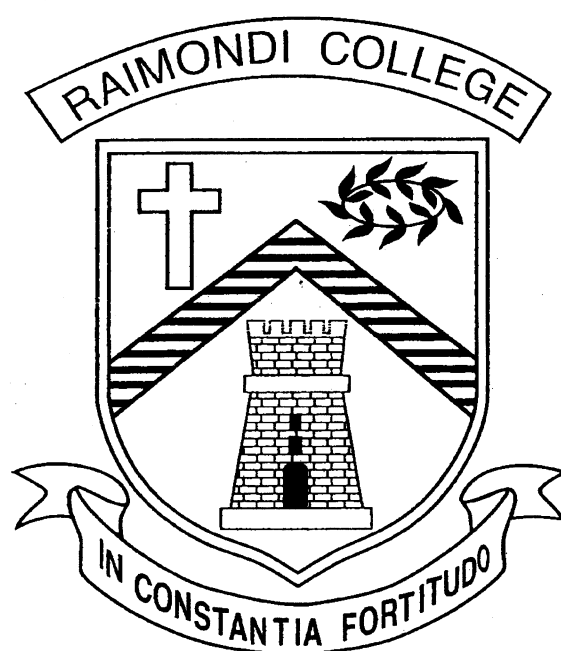


RAIMONDI COLLEGE SECONDARY SECTION



ANNUAL SCHOOL PLAN 2019 – 2020

Contents

- I. School Mission Statement
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Abbreviations

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| 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.

UNITY

PERSEVERANCE

LOVE

II. Major Concerns for 2018 - 2021

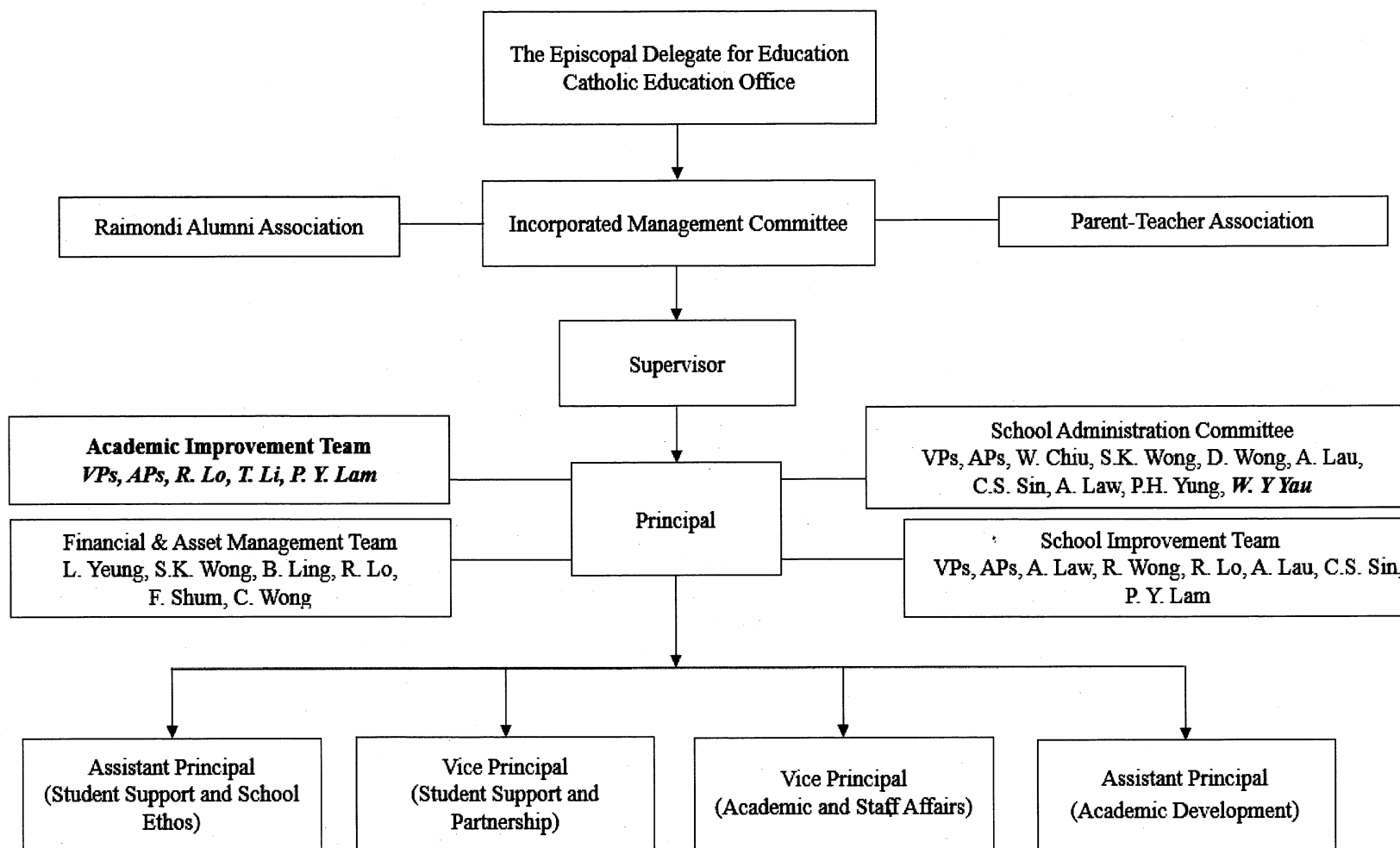
1. To transform our students into inquisitive and language competent learners who collaborate in forming effective learning communities
2. To cultivate students’ positive values and deepen their understanding of the Chinese culture and history for whole-person development and lifelong learning

Major Concerns for 2019-2020

- 1. To create technology-enhanced and interactive learning communities favourable for students to co-construct their knowledge for meaningful applications of the generic and literacy skills developed**
 - 1.1 Facilitating constructive interactions and creating reflective learning communities inside and outside classroom for students to achieve deeper thinking and high levels of applications
 - 1.2 Equipping students with literacy skills that underpin reading and writing across the curriculum for critical analysis and the manufacture of authentic texts
 - 1.3 Building STEM capabilities in students through problem-based and experiential learning
- 2. To consolidate the unique character of Raimondians through life education and the cultivation of one of the five basic Chinese virtues, “Integrity”**
 - 2.1 Fostering the character building of Raimondians via cultivating one of the five Chinese virtues, “Integrity”, in students
 - 2.2 Developing students’ spiritual literacy and self-management skills in pursuit of healthy habits through experiential learning in formal and informal curricula
 - 2.3 Helping students to explore their career aspiration and develop entrepreneurial spirits through parents mentorship programme and alumni engagement with support from external organizations

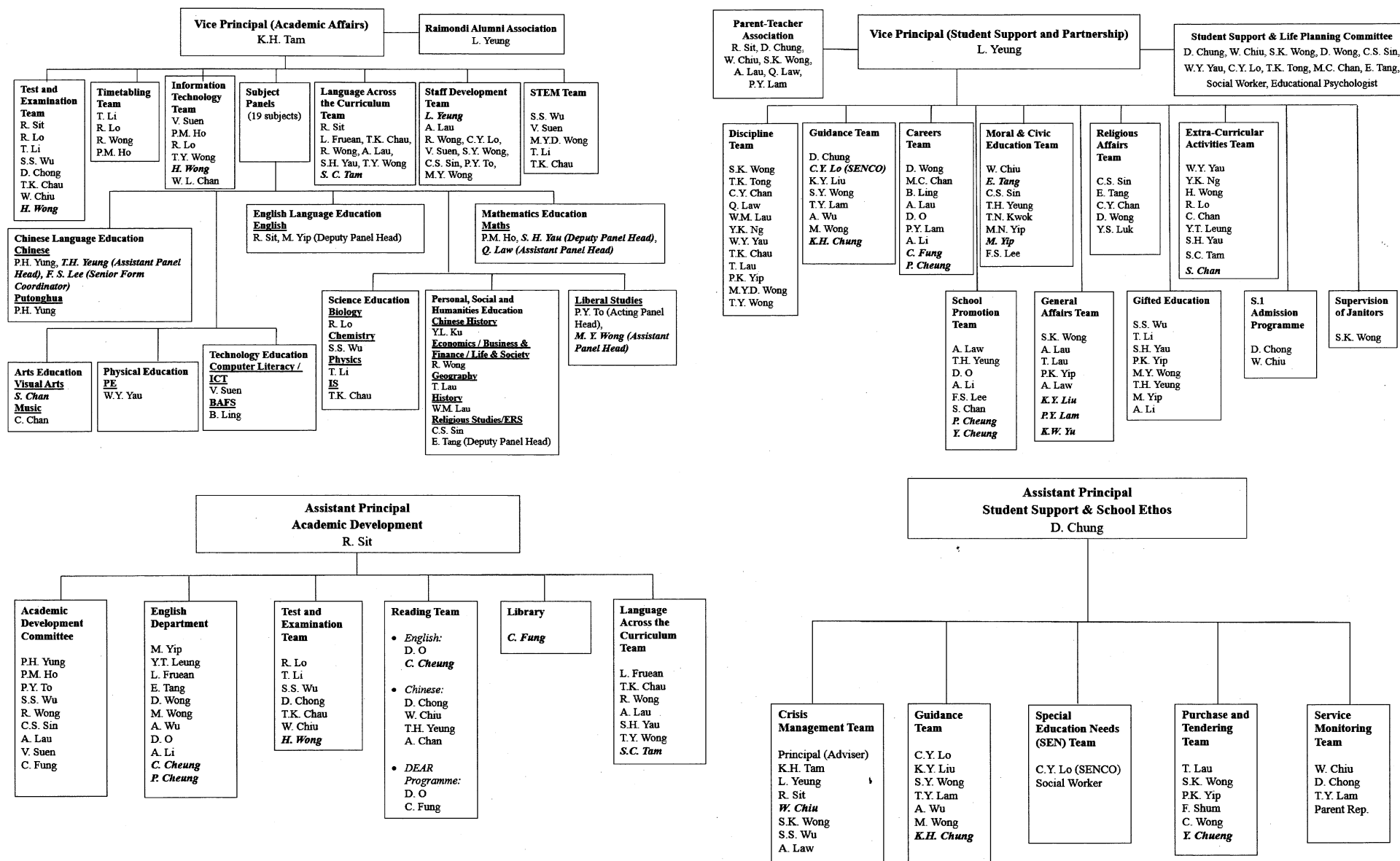
III. School Structure

RAIMONDI COLLEGE **School Organization Chart (2019-2020)**



RAIMONDI COLLEGE

School Organization Chart (2019 – 2020)



IV. Annual School Plan (2019-2020)

1. **Major Concern:** To create technology-enhanced and interactive learning communities favourable for students to co-construct their knowledge for meaningful applications of the generic and literacy skills developed

| | Strategies/Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
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| 1.1 | Facilitating constructive interactions and creating reflective learning communities inside and outside classroom for students to achieve deeper thinking and high levels of applications | | | | | |
| | (a) Facilitating a constructive and interactive classroom for effective learning <ul style="list-style-type: none"> • Splitting S1-2 classes from 4 to 5 at each level to form effective learning communities • Executing split-classes for core subjects in S3-6 • Adopting “Knowledge Building Model” for lesson planning, comprising pre-lesson preparation, scaffolding and consolidation | <ul style="list-style-type: none"> • Whole year | <ul style="list-style-type: none"> • Teacher-student and student-student interactions in class are increased • The academic results of students are improved as revealed from assessment data • The quality of assignments and projects completed by students is raised • The results from the Stakeholder Survey on students, parents and teachers as well as the Small-Class Teaching Scheme survey are positive • Collaborative lesson planning is accomplished by most subject panels • All teachers are utilizing “Knowledge-Building” principles to plan their lessons | <ul style="list-style-type: none"> • Collecting assessment data • Observing lessons • Collecting feedback from students and teachers through conducting the Stakeholder Survey and the survey on “Small-Class Teaching Scheme” as well as executing the “My Dream, My Faith” project • Inspecting students’ assignments and projects • Scrutinizing documents from the Academic Development Committee (ADC), Student Support Committee (SSC), School Improvement Team (SIT), Staff Development Team (SDT) and subject panels | <ul style="list-style-type: none"> • ADC • SSC • SIT • SDT • Panel Heads • Subject teachers | <ul style="list-style-type: none"> • Employing additional teachers • Making use of additional classrooms • Carrying out various surveys • “My Dream, My Faith” project |

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| | <p>(b) Enhancing interactions by means of e-learning</p> <ul style="list-style-type: none"> • Utilizing Google Classroom for initiating flipped classroom, online assessment and other e-learning applications • Making good use of learning videos for flipped classroom and learning outside classroom • Maximizing student-student and student-teacher interactions in classroom by means of e-learning strategies • Purchasing more tablets for mobile learning in classroom • Subscribing to the electronic platform “GoFormative” to create and complete online assignments <p>(c) Promoting reflective learning through statistically reviewing assessment data</p> <ul style="list-style-type: none"> • Establishing the Academic Improvement Team to systemically evaluate student performance and devise follow-up actions • Improving the assessment mechanism to provide timely feedback for students and teachers, so that reflections and strategy adjustments can be made | <ul style="list-style-type: none"> • Whole year • Whole year | <ul style="list-style-type: none"> • The results from the Stakeholder Survey on students, parents and teachers as well as the e-learning survey are positive • Over 300 videos are produced or with their links uploaded to Google Classroom by different subject panels • All teachers are using Google Classroom to communicate with students • More than 60% of teachers implement mobile learning • More than 50% of students complete online assignments through GoFormative • Academic performances of students show improvement • The assessment mechanisms at school and subject-level are revised to provide timely feedback for teachers and students for reflection and follow-up actions | <ul style="list-style-type: none"> • Observing lessons • Collecting feedback from students and teachers through conducting the Stakeholder Survey and the e-learning survey • Inspecting students’ assignments • Collecting usage data through Google Classroom and GoFormative • Scrutinizing documents from the ADC, SSC, SIT, SDT and subject panels • Collecting and analyzing assessment data • Scrutinizing documents from the Academic Improvement Team and subject panels | <ul style="list-style-type: none"> • ADC • SSC • SIT • SDT • Panel Heads • Subject teachers • Academic Improvement Team • Panel Heads and subject teachers | <ul style="list-style-type: none"> • Google Classroom • Purchasing tablets • Subscribing to “GoFormative” • Websams system • eClass system • GoFormative |
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| | <p>(d) Fostering deeper thinking and high levels of applications</p> <ul style="list-style-type: none"> • Refining the extended curriculum and assessment mechanism in S1-3 elite classes at subject level • Implementing subject-based projects on improving student learning • Facilitating cross-discipline projects to promote higher-order integrated learning • Promoting learning outside classroom <p>(e) Developing learning communities among teachers for professional development</p> <ul style="list-style-type: none"> • Working together with Education Bureau (EDB), universities and other schools through experience-sharing and consultation • Designing lessons with the use of “Knowledge-Building” principles • Executing collaborative lesson planning and peer lesson observation for professional development | <ul style="list-style-type: none"> • Whole year • Whole year | <ul style="list-style-type: none"> • Academic results are more significantly improved as revealed from assessment data • The quality of assignments and projects completed by students are raised • Most students are able to learn through Google Classroom • More than 50% of students can complete assignments through GoFormative • More than 70% of students participate in co-curricular activities, visits or education programmes • The following projects on student learning are executed with results from evaluation reports being positive: <ul style="list-style-type: none"> - The project “School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Mathematics Education Key Learning Area in the English medium” in collaboration with the EDB and the University of Hong Kong - The EDB School-based Support Services on Building Learning Partnership “Focused Learning Community on STEM Education (Assessment)” | <ul style="list-style-type: none"> • Collecting and analyzing assessment data • Inspecting students’ assignments and projects • Scrutinizing documents from the Academic Improvement Team and subject panels • Retrieving co-curricular activity record • Inspecting lesson plans and observing lessons • Inspecting students’ assignments • Scrutinizing evaluation reports on different projects • Collecting feedback from officers, scholars and teachers from other schools | <ul style="list-style-type: none"> • ADC • Academic Improvement Team • Extra-curricular Activities Team • ADC • SDT • Relevant Panel Heads and subject teachers | <ul style="list-style-type: none"> • School-based Support Services from the EDB • Professional support from the HKU Faculty of Education • Professional exchanges with other schools |
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| 1.2 | Equipping students with literacy skills that underpin reading and writing across the curriculum for critical analysis and the manufacture of authentic texts | | | | | |
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| | <p>(a) Broadening students' knowledge base and sharpening students' analytical skills through authentic reading strategies and post-reading reflections</p> <ul style="list-style-type: none"> • Subscribing to SCMP or Ming Pao and executing news commentary activities • Optimising library resources to cultivate students' interests in reading by arranging library visits for S1-3 students and piloting a parent-child reading scheme • Implementing reading programmes: <ul style="list-style-type: none"> - Extensive Reading Schemes (Chinese and English Languages) - Enrichment reading programmes in elite classes (English Language) - Reading autobiographies (Chinese History) - Reading Circle (Reading Team) - Reading and comprehension exercise (non-language subjects) <p>(b) Improving students' writing skills</p> <ul style="list-style-type: none"> • Implementing Writing Portfolio and setting-up school-based practical writing materials in Chinese and English Languages • Carrying out comprehension exercises in non-language subjects | <ul style="list-style-type: none"> • Whole year | <ul style="list-style-type: none"> • The writing and reading skills of students in Chinese and English are polished as revealed from the assessment results • All students complete relevant reading and writing assignments • Most students are able to show understanding of the texts and express their views through tasks such as presentations and writing activities • 70% of students find the reading circle and reading programme can enhance their analytical skills and motivation to read • Loan rate of library resources is raised | <ul style="list-style-type: none"> • Collecting assessment data • Inspecting students' assignments • Collect feedback from students by questionnaire and interviews • Scrutinizing documents from ADC, Reading Team, School Library and relevant subject panels | <ul style="list-style-type: none"> • ADC • Reading Team • School Library • English and Chinese Language Panel Heads and subject teachers • Relevant Panel Heads and subject teachers | <ul style="list-style-type: none"> • Newspaper subscription • Library resources |

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| | <p>(c) Assisting students to deal with language in learning</p> <ul style="list-style-type: none"> • Updating the language-across-the-curriculum (LAC) Programme in S1-2 • Refining curriculum materials in Integrated Science and Life & Society • Developing curriculum materials to enhance teaching the Key Learning Areas of Mathematics Education in the English medium • Optimizing the non-Chinese speaking (NCS) Chinese Language curriculum by aligning the learning, teaching and assessment strategies • Supporting S1 students who struggle to learn subjects taught in English in collaboration with the Student Affairs Mistress <p>(d) Developing students' skills in producing authentic materials for reading programmes</p> <ul style="list-style-type: none"> • Committing to a school partnership programme 'Reading to Learn, Learning to Serve' • Equipping students with skills to fulfil their role as reading ambassadors through the 'Train the Trainer' Programme • Coaching students to tailor materials to stimulate participants to read and reflect on the books as well as 'Integrity', one of the Chinese virtues of the academic year | <ul style="list-style-type: none"> • Whole year • Whole year | <ul style="list-style-type: none"> • Curriculum materials are produced to assist students to deal with language in learning • 70% of S1 and S2 students can pass the LAC assessment • 70% of S1-2 students can pass the assessment in Integrated Science and Life & Society • 80% of NCS students can pass the abridged Chinese Language assessment • Lesson plans are produced to meet the requirements of the EDB official and HKU scholar • Lessons are delivered with the use of suggested pedagogies • Problems about learning subjects taught in English stated in S1 "My Dream, My Faith" handbooks are discussed among students and teachers through counselling • Authentic materials are produced to stimulate participants to read and think • 70% of Reading Ambassadors display a sense of satisfaction upon completion of the programme. • 70% of Reading Ambassadors show they have acquired useful skills in the programme. | <ul style="list-style-type: none"> • Collecting assessment data • Inspecting students' assignments • Collecting feedback from students • Observing lessons • Scrutinizing relevant curriculum materials and S1 "My Dream, My Faith" handbooks • Scrutinizing documents from ADC, SSC, LAC Team and relevant subject panels • Materials produced by Reading Ambassadors • Collecting feedback from students and teachers | <ul style="list-style-type: none"> • ADC • SSC (Student Affairs Mistress) • LAC Team • Ms. L Fruean (native English-speaking teacher, NET) • Mathematics Panel Head and subject teachers • Relevant subject panels and teachers • Reading Team • Library Club • English Panel • Other subject panels (on a voluntary basis) | <ul style="list-style-type: none"> • Professional exchanges with the EDB and HKU • EDB • RCPS |
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| 1.3 | Building STEM capabilities in students through problem-based and experiential learning | | | | | |
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| | <p>(a) Reviewing the assessment mechanism for STEM activities</p> <ul style="list-style-type: none"> • Receiving consultation through taking part in “Focused Learning Community on STEM Education (Assessment)” • Refining assessment mechanism in STEM-related subjects <p>(b) Equipping students’ STEM and generic skills to solve authentic problems</p> <ul style="list-style-type: none"> • Offering lessons on coding, robotics, 3D printing, virtual reality (VR) and augmented reality (AR) technology as well as video streaming • Initiating cross-curricular projects for S1-3 students to apply the related skills in authentic contexts. <p>(c) Stretching students’ problem-solving abilities</p> <ul style="list-style-type: none"> • Identifying talented students by attending the International Credential Assessment Service (ICAS) test • Proposing the conversion of the present Multimedia Learning Centre (MMLC) and Computer Room into STEM learning centres for related activities • Enriching students’ experiential learning through STEM education visits and programmes | <ul style="list-style-type: none"> • Whole year | <ul style="list-style-type: none"> • All students are capable of accomplishing STEM assignments and projects • Most students are equipped with basic knowledge and skills in STEM education • All S3 students participate in the ICAS test • Talented students are able to carry out STEM research studies through independent learning and active participation in STEM-related competitions • The following projects on STEM education are launched with the results being positive: <ul style="list-style-type: none"> - S1 field study on Cheung Chau - S1-3 STEM projects - S3 bible story video production - S4 scientific investigation project - STEM education visits and programmes (e.g. Singapore STEM Study Tour) | <ul style="list-style-type: none"> • Collecting assessment data • Inspecting students’ assignments and projects • Observing lessons • Scrutinizing ADC, STEM Team and panel documents • Retrieving co-curricular activity record • Collecting feedback from students | <ul style="list-style-type: none"> • ADC • STEM Team • Panel Heads and subject teachers (Computer Literacy, Integrated Science, Physics, Chemistry, Biology, Mathematics) • Extra-curricular Activities Team | <ul style="list-style-type: none"> • Professional exchange with the EDB and other schools (St. Joan of Arc Secondary School & HKTA The Yuen Yuen Institute No. 3 Secondary School) • Application for the Quality Education Fund |

2. Major Concern: To consolidate the unique character of Raimondians through life education and the cultivation of one of the five basic Chinese virtues, “Integrity”

| | Strategies/Tasks | Time Scale | Success Criteria | Methods of Evaluation | People Responsible | Resources Required |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 2.1 | Fostering the character building of Raimondians via cultivating one of the five Chinese virtues, “Integrity”, in students | | | | | |
| | <p>(a) Introductory talk on major concerns and core values</p> <ul style="list-style-type: none"> • Theme of the Year: 「仁禮立身，以信服人」 | 2 and 3 Sept 2019 | <ul style="list-style-type: none"> • Most students are able to explain the theme of the year • Most students can accomplish projects assigned by class teachers like decorating the class notice board | <ul style="list-style-type: none"> • Observation by Class Teachers • Evaluation worksheet | <ul style="list-style-type: none"> • Principal • VP and AP • SSC | <ul style="list-style-type: none"> • Hall |
| | <p>(b) Hall Assembly</p> <ul style="list-style-type: none"> • Various themes concerning one of the five Chinese virtues, “Integrity”, from various parties will be delivered. • Enhancing students’ sense of care, love and discipline through sharing of life stories and learning experiences | Whole year | <ul style="list-style-type: none"> • Most students have a stronger sense of belonging towards the school. • Messages of one of five Chinese virtues, “Integrity”, are clearly delivered. | <ul style="list-style-type: none"> • Questionnaire • Observation | <ul style="list-style-type: none"> • Discipline Team • Other SSC Teams | <ul style="list-style-type: none"> • Hall |
| | <p>(c) Cross-curricular programmes in promoting the Theme of the Year, “Integrity”, through formal curriculum.</p> <p>MCE Team and Guidance Team will liaise with the Chinese Language, English Language, BAFS, and RS Panels, Reading Group and Drama Club in organizing thematic events:</p> <ul style="list-style-type: none"> • Chinese Panel (Thematic Writing Competition, Reading Report, Slogan Design) • English Panel (Comments on current issue, Reading Report) • L.S. (Formal Curriculum) • RS Panel (Thematic Sharing, Evangelization) • BAFS Panel (Workshop on Financial Management) • Reading Team (DEAR Reading Scheme) • Drama Show | Whole year | <ul style="list-style-type: none"> • Most students are able to express their understanding of the theme • Most students are able to actively participate in activities and apply the core value “Integrity” in their daily lives | <ul style="list-style-type: none"> • Class Teachers’ observation and evaluation • Activity record | <ul style="list-style-type: none"> • Moral & Civic Education Team • Chinese Language Panel • English Language Panel • BAFS Panel • Religious Affairs Team • Reading Team • Drama Club • Liberal Studies Panel | <ul style="list-style-type: none"> • \$500 • Assessment worksheet |

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| (d) | External agency is invited to promote the message of care to students <ul style="list-style-type: none"> • S3 Community Service 「助人自助 / 愛貧為先」 • Introduce community services of Caritas to students to enhance their understanding of the meaning of “Integrity” | Whole year | <ul style="list-style-type: none"> • Each student will participate in at least one community service activity • Most students show more care towards the under-privileged and those in need • Most students will take an active role in the programme | <ul style="list-style-type: none"> • Class Teachers’ observation and evaluation • Student activity report • Report from Social Worker | <ul style="list-style-type: none"> • MCE Team • Caritas Social Workers • School Social Worker | <ul style="list-style-type: none"> • \$6000 • Support from Caritas |
| (e) | S1 and S4 Induction Programmes are launched to enhance peer interactions and to cater for students’ needs and diversity. <ul style="list-style-type: none"> • Class-Based Activities to echo the theme of the school year e.g. Display Board Decoration Competition. | Whole year | <ul style="list-style-type: none"> • Students are nurtured with positive thinking and resilience through engaging in different programmes, also strengthening classroom management via formal curriculum and informal curriculum such as interclass lunch games, social skills training, life planning lessons, career planning programmes, etc | <ul style="list-style-type: none"> • Class Teachers’ observation and evaluation • Activity record | <ul style="list-style-type: none"> • VP (SSC) • ECA Team • S1 and S4 Class Teachers | <ul style="list-style-type: none"> • Caritas Social Workers |
| (f) | S1 Orientation Camp <ul style="list-style-type: none"> • To help students be familiarized with Student Support Team heads, class teachers and classmates • To develop the sense of belonging of Raimondians • Discipline training | 22 and 23 Aug 2019 | <ul style="list-style-type: none"> • Most students are able to engage in teamwork and problem- solving activities and build closer relationships with one another • Most students are able to show respect to teachers and maintain good discipline in the camp | <ul style="list-style-type: none"> • Evaluation meeting with VP, AP and committee members of the S1 Orientation Camp • Observation from Class Teachers | <ul style="list-style-type: none"> • VP and AP • Guidance Team • Discipline Team • ECA Team | <ul style="list-style-type: none"> • \$1000 |
| (g) | S1 Orientation Day <ul style="list-style-type: none"> • To introduce one of the five basic Chinese virtues, “Integrity” to S1 parents and students | 24 Aug 2019 | <ul style="list-style-type: none"> • Most parents and students understand the core values of Catholic Education, school motto and major concerns and the theme 「仁禮立身，以信服人」 | <ul style="list-style-type: none"> • Evaluation meeting with Vice Principal with Guidance Team and Class Teachers • Feedback from observation | <ul style="list-style-type: none"> • VP and AP • Guidance Team • Discipline Team • MCE Team | <ul style="list-style-type: none"> • Karl Hall • LED Monitor |
| (h) | S4 Leadership Training Camp <ul style="list-style-type: none"> • To nurture students with this year’s major concern, “Integrity”, and the five core values of Catholic education through mass programmes and group-work tasks on problem solving and critical thinking | 13 – 15 Sept 2019 | <ul style="list-style-type: none"> • Students are able to actualize “Integrity” in their daily lives • Students are able to plead that they will obey and follow school regulations | <ul style="list-style-type: none"> • Pleading ceremony • Observation • Teacher feedback | <ul style="list-style-type: none"> • VP (SSC) • ECA Team • S4 Class Teachers | <ul style="list-style-type: none"> • Caritas Social Workers |

| 2.2 | Developing students' spiritual literacy and self-management skills in pursuit of healthy habits through experiential learning in formal and informal curricula | | | | | |
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| | <p>(a) Formal curriculum: S.2 Savvy Planner Workshop on – Self-management in financial budgeting</p> <p>(b) Informal Curriculum: • The Life Journey Experiential Workshops at Jockey Club Life Journey Center for S4 students • Collaboration with R.S. department: Experience Dialogue in the Dark for S3 and S5 students</p> <p>(c) Relaxing activities or leisure exercises will be provided for senior students in order to release their stress due to academic pressure • Café corner is set up for S6 students with the aim of releasing their tension and pressure from the preparation for DSE. There is a place for them to stay in peace and keep refreshed at the “Teacher-student Corridor” 師生廊 near S6 building</p> <p>(d) Launching a QEF project named “Using mindfulness to develop students’ positive values of life and build a caring community” conducted by the Chinese University of Hong Kong-Programme for International Student Assessment (Hong Kong Centre) in collaboration with 7 other Diocesan Secondary Schools (To be confirmed)</p> | <p>1st Term</p> <p>Post-examination activities</p> <p>2nd Term</p> <p>Whole year</p> <p>2nd Term</p> | <ul style="list-style-type: none"> Students are able to acquire skills and correct attitude on managing self-finance about the correct concept on saving and spending money Most students can treasure their life with positive thinking through engaging in the workshop Most students are able to treasure their sense of sight, a gift from God, through prayers. Most students are able to express that they are willing to serve others in need, especially people with disabilities. Through relaxing activities, most students can release their pressure from learning and have an enhanced, positive outlook Most students become more optimistic in dealing with difficulties Most participants are equipped with the skills and knowledge to mentor their children and help them communicate effectively with one another. Most participants are able to facilitate their children with their career planning according to their interest and career aspiration. | <ul style="list-style-type: none"> Parents’ feedback Survey Evaluation reports from the Life Journey Center Students’ feedback Discussion and sharing Interview Observation Parents’ feedback Teachers’ observation | <ul style="list-style-type: none"> VP & AP Careers Team and Guidance Team Careers and RS Teachers S4 Class Teachers VP & AP Careers Team and Guidance Team VP and AP Guidance Team VP & AP Careers Team and Guidance Team | <ul style="list-style-type: none"> HSBC IT support TCLP grant \$15000 \$500 Support from Social Worker The Hong Kong Federation of Youth Group |

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| | <p>(e) Strengthening students' self-management skills to help them refrain from bad habits such as indulging in playing electronic games through life planning lessons</p> <p>(f) New policy handling S1 cell phone use</p> <ul style="list-style-type: none"> • S1 students are required to keep their cell phones in the lockers for the whole day. | <p>Whole year</p> <p>Whole year</p> | <ul style="list-style-type: none"> • Students are able to refrain from being indulged in playing electronic games too much • Most students are well-disciplined to put their cell phones in lockers inside each S1 classroom. • Most students are able to use their cell phones responsibly and appropriately | <ul style="list-style-type: none"> • Class Teachers observation • Interview with parents in school functions such as parents day • Class Teachers' observation | <ul style="list-style-type: none"> • Class Teachers • Guidance Team • Form Head Teachers • VP and AP • Guidance Team • Discipline Team | <ul style="list-style-type: none"> • \$8000 for mobile lockers |
| 2.3 | Helping students to explore their career aspiration and develop entrepreneurial spirits through parents mentorship programme and alumni engagement with support from external organizations | | | | | |
| | <p>(a) Mentorship Scheme 「夢想 Goal 飛」 “My Dream, My Faith”</p> <ul style="list-style-type: none"> • The mentor provides guidance, advice, study skills and support to his/her mentees • Guide S4 to S6 students to make informed decision on JUPAS programme choices and how to prepare well for HKDSE examinations • For S1 to S4, Class Teachers will be the mentors while for S5 and S6, Subject Teachers or members of the Life Planning Education Team will serve as mentors, depending on students' needs. <p>(b) Organization of various study tours to broaden students' horizon including places in the Great Bay Area, One Belt One Road countries and other countries with the support of the Life-Wide Learning fund</p> <p>(c) Business-School Partnership Programme for S4 and S5: Enhancing learning experience on working through company visit and I Dream 3</p> | <p>Whole year</p> <p>Whole year</p> <p>Whole year</p> | <ul style="list-style-type: none"> • Most of the mentors and mentees meet according to the schedule. • Most students are able to choose appropriately the life experience through joining study tour • Most students are able to share their visit with others in hall assembly • Most S4 and S5 students will be able to build up careers aspirations and related experience | <ul style="list-style-type: none"> • Mentee and Mentor log books • Project or assessment for the study tour • Teacher observation and feedback • Feedback from students and the organization offering the programme | <ul style="list-style-type: none"> • VP and AP (SSC) • SSC • SAMS Team • Class Teachers • Subject Teachers • VP • ECA Master • Teachers • Tendering team • Career Team • Class Teachers • The Education Bureau | <ul style="list-style-type: none"> • School Hall • Clerical Support • IT Support • Budgeting report • School Hall • IT Support |

| | | | | | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| | <p>(d) 「築職夢飛行」生涯規劃</p> <ul style="list-style-type: none"> • Collaboration with Social Workers from Shek Tong Tsiu to support academically weak students in S4 and S5 and provide them with emotional guidance, caring dialogue and planning for their future career | Whole year | <ul style="list-style-type: none"> • Most of the students are willing to share their feelings with teachers or social workers in a positive manner • Most of the students are able to plan their future career | <ul style="list-style-type: none"> • Teacher observation • Social Worker feedback | <ul style="list-style-type: none"> • VP, AP • Careers Mistress | <ul style="list-style-type: none"> • Social workers |
| | <p>(e) 「創志未來」 - 青年創業計劃</p> <ul style="list-style-type: none"> • An entrepreneur training programme purchased from Caritas. Careers Team, Guidance Team and MCET collaborated to run this programme in S4. • This programme will help S4 students explore their unique talents, interests and dream jobs. They will also learn to apply “Integrity” in the workplace. | Nov 10 – May 20 | <ul style="list-style-type: none"> • 80% of the S4 students will complete the programme and understand more about their own talents and interests. They are able to plan for their future academic and careers pursuits. | <ul style="list-style-type: none"> • Feedback from teachers, Social Workers, students and companies. | <ul style="list-style-type: none"> • VP and AP • Careers Team /Guidance Team / MCET / Caritas Social Workers / students | <ul style="list-style-type: none"> • Programme fee • Products • Classrooms • Hall |

V. Work Plan on Capacity Enhancement Grant

Work Plan on the Use of Capacity Enhancement Grant in 2019/2020

| Task Area | Major Area(s) of Concern | Strategies/ Tasks | Benefits Anticipated | Time Scale | Resources Required | Success Criteria | Methods of Evaluation | People Responsible |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| All-round Education | <ul style="list-style-type: none"> To promote arts and physical education | <ul style="list-style-type: none"> To employ instructors for music and sports | <ul style="list-style-type: none"> Whole person development of students Teachers' workload will be relieved | Throughout the school year | <ul style="list-style-type: none"> Music instructors/ conductors: \$113,000 Sports trainers: \$64,000 | Increase of students' interest in music and sports | <ul style="list-style-type: none"> Observing lessons Scrutinizing panel documents | Ms. C. Chan Mr. W.Y. Yau |
| Curriculum Development and Interactive Learning | <ul style="list-style-type: none"> To foster students' language proficiency To support the Small Class Teaching Scheme | <ul style="list-style-type: none"> To recruit teachers to help students develop their language abilities To provide students with an interactive classroom | <ul style="list-style-type: none"> Students' language skills will be equipped for applications Learning effectiveness will be enhanced | Throughout the school year | <ul style="list-style-type: none"> English Language Teacher: \$381,654 | <ul style="list-style-type: none"> Enhanced students' language abilities Improved learning atmosphere and performance | <ul style="list-style-type: none"> Collecting assessment data Observing lessons Scrutinizing panel documents | Mr. K.H. Tam Ms. R. Sit |

Estimated Expenditure: \$558,654

VI. Work Plan on Diversity Learning Grant

Annual Programme Proposal for Diversity Learning Grant (DLG) for the year 2019-2020

| Domain | Programme | Objective | Target | Duration | Teacher i/c | Budget |
|------------------|---------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------|----------|
| English Language | Training course on English debate | To enhance students' skills in English debate | <ul style="list-style-type: none"> • 15 students • S4 & S5 students • Nominated by English teachers | First Term | Ms. R. Sit | \$15,000 |
| STEM Education | Training workshop on STEM activity | To train students' STEM-related skills | <ul style="list-style-type: none"> • 15 students • S4 & S5 students • Nominated by ICT teachers | First Term | Mr. V. Suen Ms. S.S. Wu | \$20,000 |
| Science | Training course on Science problem-solving | To facilitate students' logical thinking skills in science problem-solving | <ul style="list-style-type: none"> • 15 students • S6 students • Nominated by Science teachers | First Term | Ms. S.S. Wu | \$5,000 |
| Student Support | Prefect Training Camp | To sharpen leadership and interpersonal skills in the Prefect Body | <ul style="list-style-type: none"> • 40 students • S4-6 students • Senior Prefects | December 2019 | Mr. L. Yeung | \$15,000 |
| Chinese Language | Training course on Chinese creative writing | To improve students' ability in creative writing | <ul style="list-style-type: none"> • 40 students • S5 & S6 students • Nominated by Chinese teachers | Second 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 | <ul style="list-style-type: none"> • 15 students • S4 & S5 students • Nominated by Mathematics teachers | Second Term | Mr. S.H. Yau | \$15,000 |

Estimated Expenditure: \$85,000

VII. Work Plan on Non-Chinese Speaking Student Grant

改善非華語學生的中文學與教 學校計劃 (2019/20 學年)

高主教書院

致：教育局

發展及支援組 (傳真號碼：2179 5492)

就實施「中國語文課程第二語言學習架構」(「學習架構」)，確保本校非華語學生與華語同儕享有同等學習中文的機會，並建構共融校園，本校會因應需要與持份者(包括非華語學生的家長)溝通，讓他們了解學校對非華語學生學習中文的支援。

☐ 本校在2019/20學年的具體計劃已獲校董會通過。

☒ 本校在2019/20學年的具體計劃已獲法團校董會通過。

1：規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

現就有關計劃，闡述如下：

(一)整體規劃

1. 在2019/20學年，本校共有中文科教師 12 名，其中有 4 名教授非華語學生。

在本年度教授非華語學生中文科的教師當中，分別有 2 名為首年任教、1 名已任教1-3 年、0 名已任教4-6年及 1 名已任教7年或以上。就加強支援非華語學生學習中文、提升支援非華語學生的意識，並建構共融校園，本校已安排以下教師負責統籌有關事宜^註：

[註：如學校安排不同教師分別負責低年級和高年級的統籌工作，可因應校本情況填寫一名或多名教師的資料。]

| 姓名 | 職位 (例如副校長 / 科主任 / 主任 / 副主任 / 科任老師 / 其他) | 負責統籌的年級 (例如小一至小三) | 教授中文科的經驗 (年) | 教授非華語學生中文科的經驗 (年) |
|-----------|-----------------------------------------|------------------------|--------------|-------------------|
| 廖嘉儀 (總統籌) | 科任老師 | 中一, 中二, 中三, 中四, 中五, 中六 | 9 | 3 |

2. 為提升中文科教師教授中文作為第二語言的專業能力，本校會繼續安排他們參與相關培訓，初步計劃如下：(可選多於一項)

☒ 參與教育局舉辦有關「學習架構」及 / 或《中國語文校內評估工具-非華語學生適用》(《評估工具》)的研討會、工作坊等

☐ 參加教育局通函第21/2019號所載的「教授中文作為第二語言」專業進修津貼計劃

☐ 修讀香港教育大學開辦的「為非華語學生而設的中國語文教學專業進修課程」

☐ 其他 (請說明)：_____

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請在適當的□內加上「☑」

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3. 在2019/20學年，本校 暫時不會 參加由教育局專業人員 / 大學 / 其他專業機構提供的相關校本專業支援服務。

(i) 會 已 / 計劃* 參加的項目：(可選多於一項)

☐ 由教育局專業人員提供的到校專業支援服務

☐ 大學-學校支援計劃

☐ 專業發展學校計劃

☐ 學校支援夥伴 (借調教師) 計劃

☐ 其他 (請說明)：_____

(ii) 暫時不會，主要考慮因素包括：(可選多於一項)

☒ 本校以往曾參加相關支援計劃 (計劃名稱：支援非華語學生的中文學與教)，現正鞏固有關經驗

☐ 本校在照顧非華語學生的中文學習方面已有足夠經驗，暫時無需相關支援服務

☐ 本校將試行專業發展課程 (包括「語文教師專業發展獎勵津貼計劃」) 所提供的方法

☐ 本校需要優先處理其他關注事項 (例如：_____)

☐ 其他 (請說明)：_____

(二)「學習架構」的推行

4. 本校在計劃推行「學習架構」的策略和支援模式時，考慮因素 包括：

(i) 本校非華語學生人數的分佈 (按照2019年9月點算非華語學生人數的結果) 如下：

| 級別 | 中一 | 中二 | 中三 | 中四 | 中五 | 中六 | 總數 |
|---------|----|----|----|----|----|----|----|
| 非華語學生人數 | 6 | 7 | 3 | 8 | 0 | 3 | 27 |

(a) 本校非華語學生開始學習中文的階段如下：

| 開始學習中文的學習階段 | 幼稚園 | 初小 | 高小 | 初中 | 高中 |
|-------------|-----|----|----|----|----|
| 非華語學生人數 | | 27 | | | |

(b) 約 0 名非華語學生曾就讀提供本地課程的幼稚園。

(c) 0 名非華語學生為本學年的新來港學童 [即在入讀本校前抵港不足一年，或未曾在本港任何學校 (包括幼稚園) 就讀超過一年的學生]，本校為這些學生提供的支援措施包括：_____

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(ii) 本校 沒有 以普通話教授中文，約 名非華語學生就讀於以普通話教授中文的班別，本校為這些學生提供的支援措施包括：

(iii) 本校按教育局通告第8/2014號第10段，根據「學習架構」採用與其緊扣的《評估工具》，每學年評估非華語學生的學習表現，並按有關的評估結果，幫助非華語學生訂定適合的學習目標，以及為他們安排適切的密集中文學習模式。有關的評估結果載於 附錄。

- [註：(1) 有關評估資料主要用於輔助學校規劃加強支援非華語學生學習中文的措施，學校應靈活運用《評估工具》，評估並整合記錄非華語學生在聽、說、讀、寫各方面的學習表現，以便適時按他們的學習進度及需要策劃 / 調適支援措施。一般而言，非華語學生在閱讀及寫作方面有較大困難，個別差異亦較大，各級非華語學生都會採用閱讀及寫作的《評估工具》。
- (2) 學校須因應非華語學生的中文學習表現及學習中文的年期，為他們安排相應程度的評估課業（一般而言，入門階段的評估課業適用於剛開始學習中文的非華語學生；第一學習階段的評估課業適用於學習中文年期較短的非華語學生。）
- (3) 就非華語學生的整體學習表現，學校可按校本情況概括劃分有關非華語學生的能力為高、中、低。]

5. 在編班方面，本校非華語學生的 中國語文課堂安排 如下：

每循環週（每循環週有6天）有 8 節中文課，每節 40 分鐘。

- ☐ 所有非華語學生與華語同儕同班
- ☐ 部分非華語學生（ 名）與華語同儕同班或部分課堂與華語同儕同班，詳情如下：

| | 中一 | 中二 | 中三 | 中四 | 中五 | 中六 |
|----|----|----|----|----|----|----|
| 人數 | | | | | | |
| 節數 | | | | | | |

- ☒ 所有非華語學生獨立成班

6. 以校本情況而言，就非華語學生在 中文課與華語同儕同班，主要考慮因素包括：（可選多於一項）

- ☐ 他們的中文學習表現大致理想，約 名能應付本校主流中文課堂的學習
- ☐ 為他們提供適切支援，幫助他們應付主流中文課堂的學習（詳情見第8項）
- ☐ 為他們提供豐富的語言環境，有助同儕共融互勉
- ☐ 教師會因應非華語學生不同的學習需要，採用分層教學（包括安排不同程度 / 內容的學習活動、工作紙等）

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- ☐ 本校非華語學生零散地分佈各級，適合安排他們與華語同儕同班
- ☐ 其他考慮因素（請說明）：

7. 本校 有 安排非華語學生在 中文課獨立成班（或進行抽離學習）。若有，主要考慮因素包括：（可選多於一項）

- ☒ 教師更能針對非華語學生的學習需要
- ☐ 本校非華語學生人數較多，適合獨立成班
- ☐ 在中文課堂以外，本校非華語學生有很多機會與華語同儕一起學習和成長，例如：
- ☐ 在其他科目與華語同儕一起上課
- ☐ 與華語同儕一起參與校內聯課活動
- ☐ 透過聯校活動，認識華語同儕及互相交流，增加接觸中文的機會
- ☐ 其他（請說明）：
- ☐ 其他考慮因素（請說明）：

8(i). 本校參考非華語學生使用《評估工具》的結果，配合校本情況，於2019/20學年推行以下的 密集中文學習模式：（可選多於一項）[註：請於第17項進一步闡述相關人手安排和開支]

- (a) ☒ 在中文課堂進行 抽離學習（即把非華語學生抽離原有的中文課堂，到另一地點上課），詳情如下：

| 跨級分組 (以✓表示) | 年級 | 對象(例如：高 / 中 / 低*能力) | 抽離小組數目 | 每組人數 | 每組每週約()節 |
|----------------|----|---------------------|--------|------|-----------|
| | 中一 | 能力(高),能力(中),能力(低) | 1 | 6 | 8 |
| | 中二 | 能力(高),能力(中),能力(低) | 1 | 7 | 8 |
| | 中三 | 能力(高),能力(中),能力(低) | 1 | 3 | 8 |
| | 中四 | 能力(高),能力(中),能力(低) | 2 | 2-6 | 8 |
| | 中六 | 能力(高),能力(中),能力(低) | 1 | 3 | 2 |

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- (b) ☐ 在中文課堂將同級 / 跨級的學生重新組合，進行 **小組學習**（即把中文班分拆成小組），詳情如下：

| 跨級分組 (以✓表示) | 年級 | 原有 ()班 | 分為 ()小組 | 每組 人數 | 每組每週 約()節 |
|----------------|----|------------|-------------|----------|---------------|
|----------------|----|------------|-------------|----------|---------------|

- (c) ☐ **增加中文課節**，詳情如下：

| 年級 | 每級有 ()班 / 組 | 每週原有 ()節中文課 | 每週約增加 ()節 |
|----|-----------------|-----------------|---------------|
|----|-----------------|-----------------|---------------|

- (d) ☐ 在中文課堂進行 **協作教學**
(即安排兩位或以上教師一同授課 / 教學助理在課堂上提供支援)，詳情如下：

| 安排在課堂上提供支援 | 年級 | 班 / 組 數目 | 每班 / 組 每週約()節 |
|------------|----|-------------|-------------------|
|------------|----|-------------|-------------------|

- (e) ☐ **跨學科中文學習**，相關科目（例如：通識科、數學科等）包括：

（請注意：

- 跨學科中文學習的重點在於中國語文科知識的學習及 / 或鞏固，其他學習領域的課題皆可作為主題，如教師只以中文教授其他科目則不計算在內。
- 如跨學科中文學習活動以「每月」、「每學期」或「每學年」等形式進行，請按比例化為「每週」計算有關節數。）

| 年級 | 相關科目 | 每週約()節 |
|----|------|---------|
|----|------|---------|

- (f) ☒ **課後支援**，詳情如下：

（請注意：課後支援在第8(ii)及17項顯示的每週節數將會按第5項的「每節中文課的時間」作換算，例如：課後支援每週為2小時（120分鐘），以每節中文課為40分鐘作換算，即相等於3節中文課。）

| 跨級分組 (以✓表示) | 年級 | 課後支援 小組數目 | 每組 人數 | 每組每週 ()節 | 每節 ()小時 |
|----------------|----|--------------|----------|--------------|-------------|
| | 中一 | 1 | 3 | 3 | 1 |
| | 中二 | 1 | 3 | 3 | 1 |
| | 中三 | 1 | 3 | 3 | 1 |
| | 中四 | 1 | 3 | 3 | 1 |

為非華語學生安排的課後支援每週共 18 節。

| 課後支援的人手安排 | 每週負責的節數 |
|--------------|-------------------|
| 中文科教師 | <u>9</u> |
| 教學助理 | <u>9</u> |
| 少數族裔助理（入班協作） | <u> </u> |
| 外聘機構安排導師 | <u> </u> |

8(ii). ☒ 請確認下列本學年有關運用額外撥款為非華語學生學習中文及建構共融校園提供的支援【有關資料從第8(i)項匯入】：

| 年級 | 密集中文學習模式 | 每週節數 |
|----|----------|-------|
| 中一 | 抽離學習 | 8 節 |
| | 小組學習 | 0 節 |
| | 增加中文課節 | 0 節 |
| | 協作教學 | 0 節 |
| | 跨學科中文學習 | 0 節 |
| | 課後支援 | 4.5 節 |
| | | |
| 中二 | 抽離學習 | 8 節 |
| | 小組學習 | 0 節 |
| | 增加中文課節 | 0 節 |
| | 協作教學 | 0 節 |
| | 跨學科中文學習 | 0 節 |
| | 課後支援 | 4.5 節 |
| | | |
| 中三 | 抽離學習 | 8 節 |
| | 小組學習 | 0 節 |
| | 增加中文課節 | 0 節 |
| | 協作教學 | 0 節 |
| | 跨學科中文學習 | 0 節 |
| | 課後支援 | 4.5 節 |
| | | |
| 中四 | 抽離學習 | 16 節 |
| | 小組學習 | 0 節 |
| | 增加中文課節 | 0 節 |
| | 協作教學 | 0 節 |
| | 跨學科中文學習 | 0 節 |
| | 課後支援 | 4.5 節 |
| | | |
| 中五 | 抽離學習 | 0 節 |
| | 小組學習 | 0 節 |
| | 增加中文課節 | 0 節 |
| | 協作教學 | 0 節 |
| | 跨學科中文學習 | 0 節 |
| | 課後支援 | 0 節 |
| | | |

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| 年級 | 密集中文學習模式 | 每週節數 |
|----|----------|--------|
| 中六 | 抽離學習 | 2 節 |
| | 小組學習 | 0 節 |
| | 增加中文課節 | 0 節 |
| | 協作教學 | 0 節 |
| | 跨學科中文學習 | 0 節 |
| | 課後支援 | 0 節 |
| | | |
| | 跨級抽離學習 | 0 節 |
| | | |
| | 跨級小組學習 | 0 節 |
| | | |
| | 跨級課後支援 | 0 節 |
| | | |
| | | |
| | | 共 60 節 |

(g) ☒ 其他支援：(可選多於一項)

| 課程 / 活動 | 參與的非華語學生人數 | 每週約 () 節 | 每節 () 小時 |
|-----------------------------------------------------|------------|-----------|-----------|
| <input type="checkbox"/> 香港大學專業進修學院的學習中文支援中心 | | | |
| <input type="checkbox"/> 暑期銜接課程 | | | |
| <input type="checkbox"/> 伴讀計劃 | | | |
| <input type="checkbox"/> 中文話劇訓練 | | | |
| <input type="checkbox"/> 新來港兒童適應課程 | | | |
| <input checked="" type="checkbox"/> 其他 (請說明)：校內溫習小組 | 8 | 4 | 1 |

9. 本校 沒有 讓華語學生參與上述為非華語學生提供的支援。如有，詳情如下：

(可選多於一項)

- (i) 支援項目：☐ 抽離學習 ☐ 小組學習 ☐ 額外中文課節
☐ 協作教學 ☐ 跨學科中文學習 ☐ 課後支援
☐ 暑期銜接課程 ☐ 伴讀計劃 ☐ 中文話劇訓練
☐ 其他 (請說明)：

學校計劃

8 / 19

- (ii) 參與相關項目(例如:抽離學習、課後支援及其他支援)的非華語學生有
名(年級:);
華語學生 名(年級:)

(iii) 讓華語學生參與的考慮因素:

10. 在課程/教材發展方面,在2019/20學年,本校將採用以下策略:(可選多於一項)

- ☒ 參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源,並按需要發展/調適校本教材
- ☒ 根據「學習架構」發展校本教材,共 20 單元,涵蓋的年級:
中一,中二,中三,中四,中六
- ☒ 採用出版社、大學/專上院校出版的教材,包括:
沉澱中文HKU
- ☐ 採用/參考教育局發展的《中國語文(非華語學生適用)》教材及/或《非華語學生中文學與教材料》(適用於小三及小四非華語學生)
- ☐ 申請優質教育基金撥款,發展校本課程/教材,或推展其他支援非華語學生學習中文的項目,詳情如下:
- ☐ 其他(請說明):

11. 本校會透過以下模式,評估支援措施的成效:(可選多於一項)

- ☒ 校內評估的結果
- ☒ 本學年結束時或下學年開始時,使用《評估工具》的結果
- ☐ 非華語學生在中文活動的表現(例如:戲劇、校園小记者、朗誦、徵文比賽)
- ☐ 其他(請說明):

此外,本校會按教育局通告第8/2014號第11段,於學期結束時報告整體非華語學生的總結性評估結果,特別是預期可銜接主流課堂的非華語學生人數(在中學方面,包括預期學生選擇各項出路的情況)。

(三) 建構共融校園

12. 本校除了將《學校概覽》(由家校合作事宜委員會出版)翻譯為英文版外,亦會透過以下方式,加強與非華語學生家長的溝通:(可選多於一項)

- ☒ 提供 所有 主要學校通告的英文版本

- ☒ 由 班主任 (或其他人士,例如:教師助理/中文老師) 協助非華語學生家長了解學校通告的內容
- ☐ 提供英文版本的其他資料,例如:
- ☐ 聘用少數族裔助理,直接與非華語學生家長聯絡
- ☐ 購買翻譯服務,協助翻譯學校通告/其他資料,及/或*因應需要在家長日或家長會提供即時傳譯
- ☐ 舉辦家長日、家長講座等相關活動,讓非華語學生家長了解其子女的學習進度,及學校提供的支援
- ☐ 其他(請說明):

13. 本校會提升教師和學生的文化敏感度,並在校內營造多元文化的環境,具體措施包括:(可選多於一項)

- ☒ 向教師闡釋有關政策及措施/定期匯報推行有關措施的進展
- ☐ 舉辦/安排教師參與相關講座、研討會、工作坊等
- ☐ 舉辦多元文化活動,讓教師、學生及家長認識不同族裔的文化,例如:節日、習俗等
- ☐ 為學生推展同儕互勉計劃,鼓勵不同族裔的學生互相學習
- ☐ 其他(請說明):

14. 本校會透過以下途徑,為非華語學生在課堂/學校以外,提供更多接觸華語同儕的機會:(可選多於一項)

- ☐ 與錄取較多華語學生的學校建立學習圈/結成伙伴學校
(伙伴學校名稱:)
- ☐ 安排非華語學生參與社區服務
- ☐ 安排非華語學生參加制服團隊(例如:童軍、聖約翰救傷隊、航空青年團等)
- ☐ 鼓勵非華語學生參加政府/不同機構舉辦的活動(例如:商校合作計劃、少年警訊等)
- ☒ 其他(例如:聯校體育/藝術活動)(請說明):
課外活動幹事、非華語學童小組

15. 在2019/20學年,本校 暫時不會 與非政府機構協作,支援非華語學生。若會,本校會透過不同途徑,監察及確保非政府機構的服務質素,而協作模式包括:(可選多於一項)[註:如有關服務牽涉額外撥款的開支,請於第17項列明開支]

- ☐ 有關機構為學校提供服務

機構名稱：_____

服務範疇 / 內容：_____

- ☐ 安排非華語學生 / 家長參加有關機構舉辦的活動（例如：共融活動、社區服務、家長班 / 講座等）

機構名稱：_____

活動名稱 / 內容：_____

- ☐ 其他（請說明）：_____

16. 在2019/20學年，本校會通過以下途徑，讓非華語學生家長及其他持份者了解本校為非華語學生提供的支援：（可選多於一項）

☒ 學校概覽

☐ 本校網頁

☐ 本校其他刊物，例如：_____

☐ 在「學校發展與問責架構」下的學校發展計劃 / 學校周年計劃 / 學校報告文件內闡述支援非華語學生中文學習的措施 / 情況，並上載學校網頁供持份者參考

☒ 舉辦家長日 [例如：發放成績表時，與家長（包括非華語學生的家長）討論其子女的學習進度（包括非華語學生的中文學習）]

☐ 其他（請說明）：_____

(四) 撥款的運用

17. 按照2019年9月點算非華語學生人數的結果，本校獲額外撥款(A)：_____元，
上學年有關撥款的累積餘額(B)：_____28,749_____元(如適用)。

根據教育局通告第8/2014號第10段，有關撥款只適用於支援非華語學生學習中文及建構共融校園，有關撥款運用計劃如下：（可選多於一項）

| 項目 | 全年預算開支 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <input checked="" type="checkbox"/> 聘請中文科教師 / 其他科（請說明：_____）全職教師 _____ 名 ² ，及全職教學助理 _____ 名 ² 由上述增聘教師 / 騰空原任中文科教師及 / 或增聘教學助理負責以下相關工作： <input type="checkbox"/> 按第8項資料所示，教授非華語學生中文的額外教學工作，每週共 _____ 60 _____ 節 <input checked="" type="checkbox"/> 發展校本課程 / 教材（包括電子教材），共 _____ 20 _____ 單元（涵蓋的年級：中一、中二、中三、中四、中六），每週 _____ 3 _____ 節 <input checked="" type="checkbox"/> 共同備課（年級：中一、二、三、四、六），每週 _____ 3 _____ 節 <input checked="" type="checkbox"/> 建構共融校園 <input checked="" type="checkbox"/> 安排共融活動，每週 _____ 1 _____ 節 <input type="checkbox"/> 與非華語學生家長溝通，每週 _____ 節 <input checked="" type="checkbox"/> 其他相關工作（請說明）：_____ 非華語學童小組 | 教師薪金總計：_____ 元 教學助理薪金總計：_____ 元 |
| <input type="checkbox"/> 聘請全職少數族裔助理 _____ 名 ² ，主要負責以下工作： <input type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告，協助講解學校政策及行政安排等 <input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作，每週共 _____ 節 <input type="checkbox"/> 協助教師安排共融活動 <input type="checkbox"/> 其他（請說明）：_____ _____ | _____ 元 |

² 教職員的人數以職位計算，負責上述有關的教學 / 工作應與學校一般全職教職員的教學 / 工作相等。如同一職位先後由不同的人員任職，亦應以1名全職人員計算。如該職位或職位的工作量並非全職，可按比例填報，例如：全職教師0.5名 / 教學助理1.5名。開支以年薪計算。

| 項目 | 全年預算開支 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <input checked="" type="checkbox"/> 購買教學資源 (請簡述計劃購買的資源及其用途) : <div style="display: flex; justify-content: space-between;"> <div>資源</div> <div>用途</div> </div> <div style="display: flex; justify-content: space-between;"> <div>看漢華語網</div> <div>自主學習、增加閱讀量、照顧學習差異</div> </div> | 21,800 元 |
| <input type="checkbox"/> 僱用專業服務 (請簡述服務內容) : <input type="checkbox"/> 翻譯服務 : _____ 元 <input type="checkbox"/> 課後中文學習班 : _____ 元 <input type="checkbox"/> 共融活動 : _____ 元 <input type="checkbox"/> 其他 (請說明) : _____ 元 | |
| <input checked="" type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 3 項 (請簡述計劃舉辦的活動名稱及內容) : <div style="display: flex; justify-content: space-between;"> <div>活動名稱</div> <div>內容</div> </div> <div style="display: flex; justify-content: space-between;"> <div>參觀活動</div> <div>了解本地及中國文化</div> </div> <div style="display: flex; justify-content: space-between;"> <div>比賽及課外活動</div> <div>提升學習興趣</div> </div> <div style="display: flex; justify-content: space-between;"> <div>非華語重校校友分享</div> <div>了解升學及就業情況</div> </div> | 8,000 元 |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <input checked="" type="checkbox"/> 其他 (請說明) : 教材 | 4,000 元 |
| <div style="text-align: right;">共約</div> <div style="text-align: right;">33,800 元 (C)</div> | |
| <div style="text-align: right;">2019/20學年的預算結餘 [(A) + (B) - (C)] =</div> <div style="text-align: right;">(-5,051) 元 (D)³</div> | |
| <div style="text-align: right;">2019/20學年的預算結餘佔本學年額外撥款的百分比</div> <div style="text-align: right;">[(D) ÷ (A) × 100%] =</div> <div style="text-align: right;">%</div> | |

☐ 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。

【只適用於在本學年完結時，額外撥款的餘額預計累積至高水平（70%或以上）的學校】

本校累積高水乎額外撥款餘額的原因及改善建議【只適用於累積高水乎餘款的學校】：

³ 資助學校、直資學校及按位津貼學校每學年可保留未動用的額外撥款，上限為有關年度所獲撥款的總額，任何超出上限的款項須歸還教育局。教育局將根據經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過上一財政年度的撥款總額結轉至下一財政年度。任何超額結餘將會在財政年度完結時予以取消。

18. 本校會充份運用獲得的額外撥款，支援本學年的非華語學生，預計不會有大量餘款。同時，本校 暫時不會 調撥其他資源支援非華語學生的中文學習及建構共融校園。若會，請簡述：
-

(五)其他（如有需要，可夾附1-3頁相關資料）

本校會確保以上支援非華語學生的中文學與教及建構共融校園的安排，符合現行的香港法例（包括《教育條例》和《種族歧視條例》等），以及教育局不時修訂的相關通告和指引。本校亦會遵照教育局通告第8/2014號有關「改善非華語學生的中文學與教」的要求，確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信，本計劃一切內容均屬全面、完整及真確。

校長簽署：

校長姓名：

統籌教師姓名：

統籌教師電郵：

學校名稱：

學校電話：

日期：


盧詠琴

廖嘉儀

kylu@raimondi.edu.hk

高主教書院

25222159

2019 年 10 月 9 日

VIII. Work Plan on Life-wide Learning Grant

Life-wide Learning Grant Plan on the Use of the Grant in the School Year 2019-2020

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------|------------------------|------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| | | | | | | | I | M | P | S | C |
| | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Category 1 | To organise / participate in life-wide learning activities | | | | | | | | | | |
| 1.1 | To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning days) | | | | | | | | | | |
| Cross-KLA (STEM) | Visit to the Electrical and Mechanical Services Department | To broaden students' horizon on STEM development in Hong Kong | 12 Nov 2019 | S1-S5 | Written feedback from students and teachers | \$2,000 | ✓ | | | | |
| Cross-KLA (STEM) | Visit to the IRE Department of HKUST | To broaden students' horizon on STEM development in Hong Kong | 2 nd term | S1-S5 | Written feedback from students and teachers | \$2,000 | ✓ | | | | |
| Cross-KLA (STEM) | Visit to T-Park | To broaden students' horizon on STEM development in Hong Kong | 1 June 2020 | S1-S5 | Written feedback from students and teachers | \$2,000 | ✓ | | | | |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (Level) | Brief Description of the Monitoring / Evaluation Mechanism | Estimated Expenses (\$) | Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected) | | | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------|------------------------|------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| | | | | | | | I | M | P | S | C |
| | | | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | |
| Cross-KLA (STEM) | 全港中學全方位 STEM + AI 精英學習計劃 | 讓學生透過工作坊實踐 STEM 知識，提升分析及解難能力 | 2 nd term | S1-S4 | Feedback from course instructor | \$3,600 | ✓ | | | | |
| 1.2 | To organise diversified life-wide learning activities to cater for students' interests and abilities, stretching their potentials and nurturing in them positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) | | | | | | | | | | |
| Art | Joint-Catholic School Art Exhibition | To foster cultural appreciation among students | 2 nd term | S1-S5 | Works of students and feedback from visitors | \$50,000 | ✓ | | | | |
| Guidance | 中一延續好心情計劃 1. 新興運動體驗 - Molkky 樂滿 FUN 2. 扭出好心情 （扭氣球班） | To help S1 students adapt to secondary school life and develop their interests in different aspects | 1 st term | S1 | 1. Fun Day of Molkky 2. Decoration for Speech Day | \$12,400 | | ✓ | | | |
| Leadership Training | Joining the Outward Bound Hong Kong Leadership Training course ● 25-30 students will be selected to join the Outward Bound Hong Kong Leadership Training Course ● partial sponsorship is offered | To enhance students' leadership skills | April 2020 | S4-S5 | 1.Certificate and report from Outward Bound 2. Reflection from participants | \$120,000 | | | | | ✓ |

| 1.3 To organise or participate in non-local exchange activities or competitions to broaden students' horizons | | | | | | | | | | | |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------|---------|-------------------------------------------------------------------------|-----------|---|--|---|---|--|
| STEM | STEM Exchange Tour to Korea | To broaden students' horizon on STEM development in other countries | December 2019 | S1-S5 | 1. Reflection and presentation of students 2. Feedback from teachers | \$50,000 | ✓ | | | | |
| Physical Education | Joint-section Basketball Training Tour to Japan | To provide opportunities for students to train and compete with highly-abled students in Asia | December 2019 | S1-S6 | 1. Reflection and presentation of students 2. Feedback from teachers | \$50,000 | | | ✓ | | |
| Art | Exchange Tour of Art to Japan | To broaden students' horizon on Art development in other countries | July 2020 | S1-S5 | 1. Reflection and presentation of students 2. Feedback from teachers | \$60,000 | | | ✓ | | |
| Religious Studies | Service Learning Tour to Korea / Cambodia | To broaden students' horizon through service learning in other countries | Summer Holiday | S1-S5 | 1. Reflection and presentation of students 2. Feedback from teachers | \$60,000 | | | | ✓ | |
| English | Study Tour to Australia / Canada | To enhance students' English language proficiency through formal lessons and different activities | Summer Holiday | S1-S5 | 1. Reflection and presentation of students 2. Feedback from teachers | \$180,000 | ✓ | | | | |
| Physical Education | Sports Training Tour to Korea / Thailand / Taiwan ● training tour for 5 sports teams (athletic, badminton, football, swimming and table tennis) | To enhance students' physical strength and sense of belonging | June 2020 | S1 – S5 | 1. Reflection and presentation of students 2. Feedback from teachers | \$200,000 | | | | | |

| | | | | | | | | | | | |
|------------|---------------|--|--|--|--|--|------------------------------------------|------------------|--|--|--|
| 1.4 | Others | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | Estimated Expenses for Category 1 | \$792,000 | | | |

| Domain | Item | Purpose | Estimated Expenses (\$) |
|-------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------|
| Category 2 | To procure equipment, consumables and learning resources for promoting life-wide learning | | |
| STEM | | | |
| PE | | | |
| Arts | | | |
| Others | | | |
| | | Estimated Expenses for Category 2 | |
| | | Estimated Expenses for Categories 1 & 2 | \$792,000 |

Estimated Number of Student Beneficiaries

| | |
|--------------------------------------------------------|-----|
| Total number of students in the school: | 745 |
| Estimated number of student beneficiaries: | 600 |
| Percentage of students benefitting from the Grant (%): | 81% |

IX. BUDGET SUMMARY

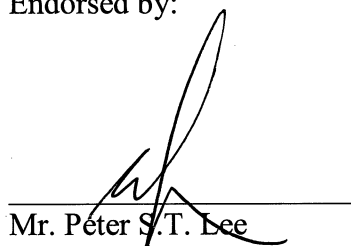
| | | | |
|-----|-------------------------------------------------|---------------------|----------------|
| (A) | Expanded Operating Expenses Block Grant (EOEBG) | | |
| | 1. Administration | \$5,992,500.00 | |
| | 2. Curriculum | \$208,500.00 | |
| | 3. Co-curricular Activities | \$24,000.00 | |
| | 4. Student Affairs | \$142,500.00 | |
| | 5. General Affairs | <u>\$234,000.00</u> | \$6,601,500.00 |
| (B) | Capacity Enhancement Grant (CEG) | | |
| | 1. Employment of additional staff | \$381,654.00 | |
| | 2. Hire of instructors | <u>\$177,000.00</u> | \$558,654.00 |
| (C) | Diversity Learning Grant | | \$84,000.00 |
| (D) | Composite Furniture & Equipment Grant (CFEG) | | \$433,000.00 |
| (E) | Composite IT Grant (CITG) | | \$493,000.00 |
| (F) | Small Class Teaching | | \$390,600.00 |
| (G) | Service Centre Subsidy for Student Activities | | \$11,000.00 |
| (H) | Careers & Life Planning Grant | | \$77,200.00 |
| (I) | Senior Secondary Curriculum Support Grant | | \$706,158.00 |
| (J) | Learning Support Grant | | \$399,231.00 |
| (K) | Non-Chinese Speaking Students Grant | | \$819,810.00 |

Prepared by:

Endorsed by:



Mr. Louisa Lo
Principal



Mr. Peter S.T. Lee
Chairman
Incorporated Management Committee

Date: 12 October 2019