

RAIMONDI COLLEGE SECONDARY SECTION



ANNUAL SCHOOL PLAN 2022 – 2023

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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

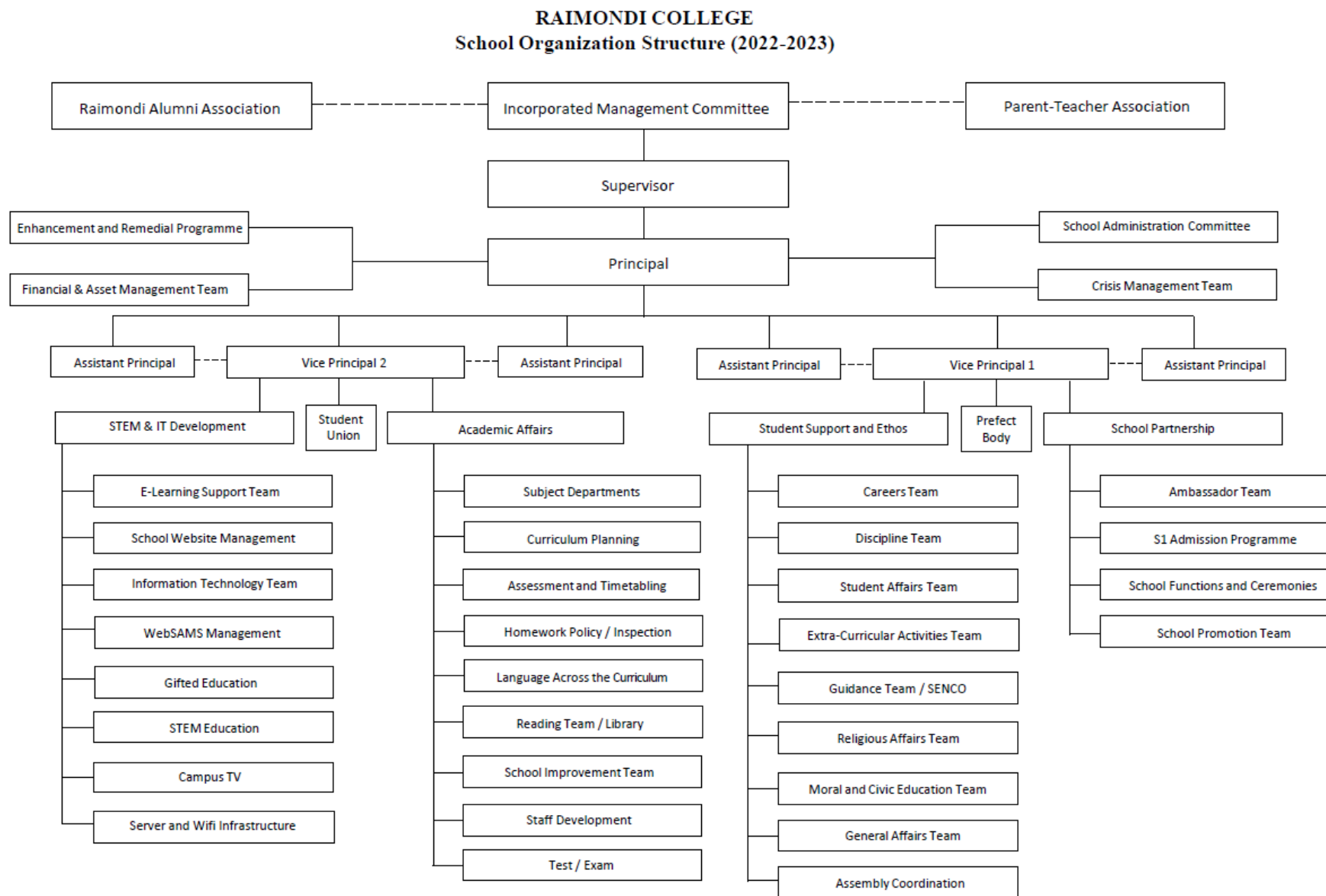
II. Major Concerns for 2021 - 2024

1. To reinforce an interactive and technology-driven pedagogy for a more engaging learning environment that enhances learning effectiveness
2. To develop positive thinking in students through upholding the values of love, perseverance and integrity

Major Concerns for 2022-2023

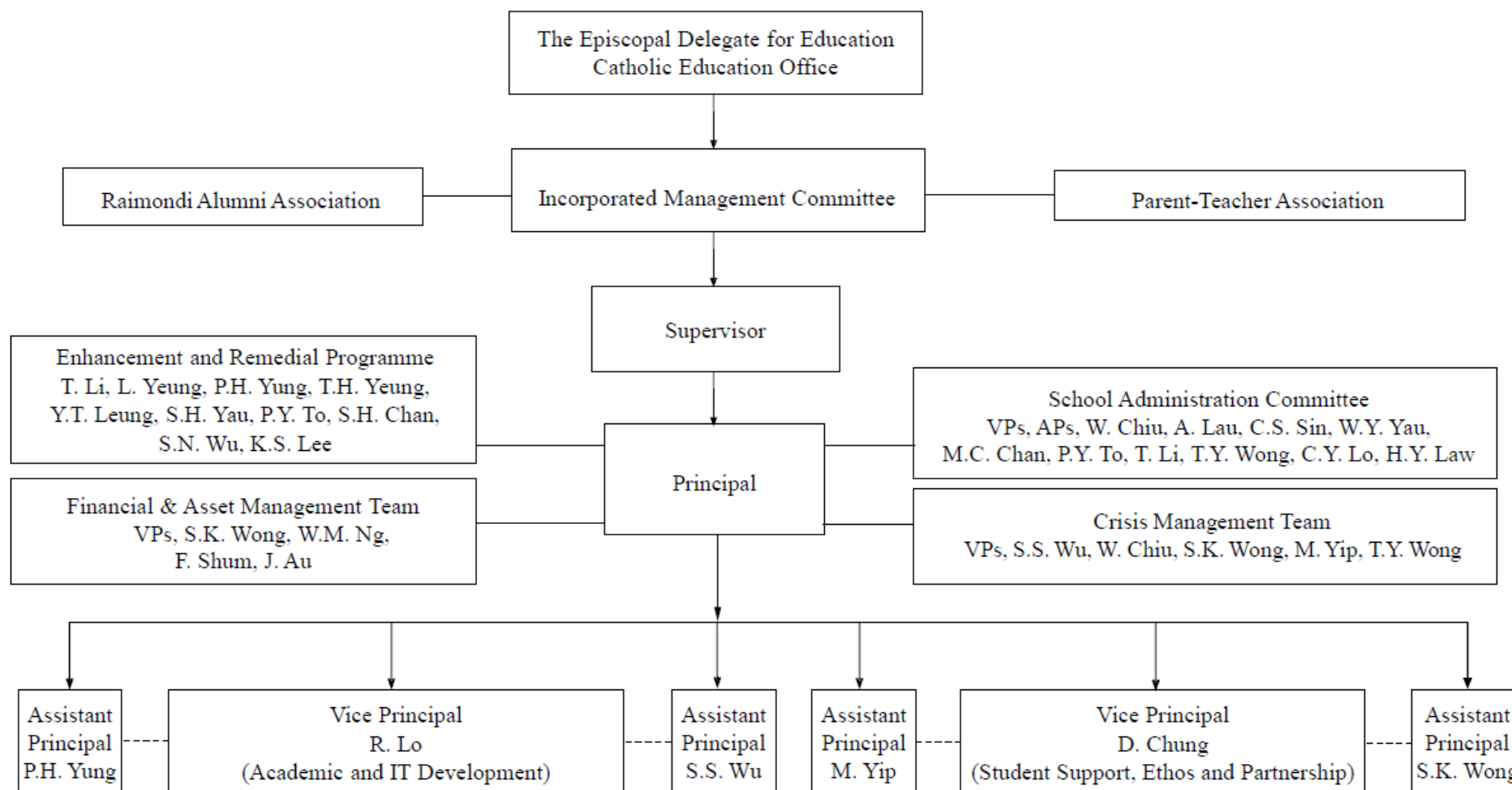
- 1. To reinforce self-regulated learning in a blended approach for enhanced learning effectiveness**
 - 1.1 Enriching e-learning resources to create a favourable online environment conducive to self-regulated learning
 - 1.2 Enhancing students’ reading interest and ability through reinforced strategies across the curriculum both online and offline
 - 1.3 Strengthening students’ creativity through immersion in authentic STEM-related contexts
- 2. To nurture students to be responsible citizens and leaders through values education programmes and experiential learning**
 - 2.1 Cultivating in students a sense of national identity as well as positive values and attitudes through enriched life planning education
 - 2.2 Developing students’ leadership skills and multiple talents through service to the School and community
 - 2.3 Encouraging students to explore opportunities for future career pathways through formal and informal curricula
 - 2.4 Nurturing spiritual development in students by enhancing pastoral care and practicing the essence of the Gospel

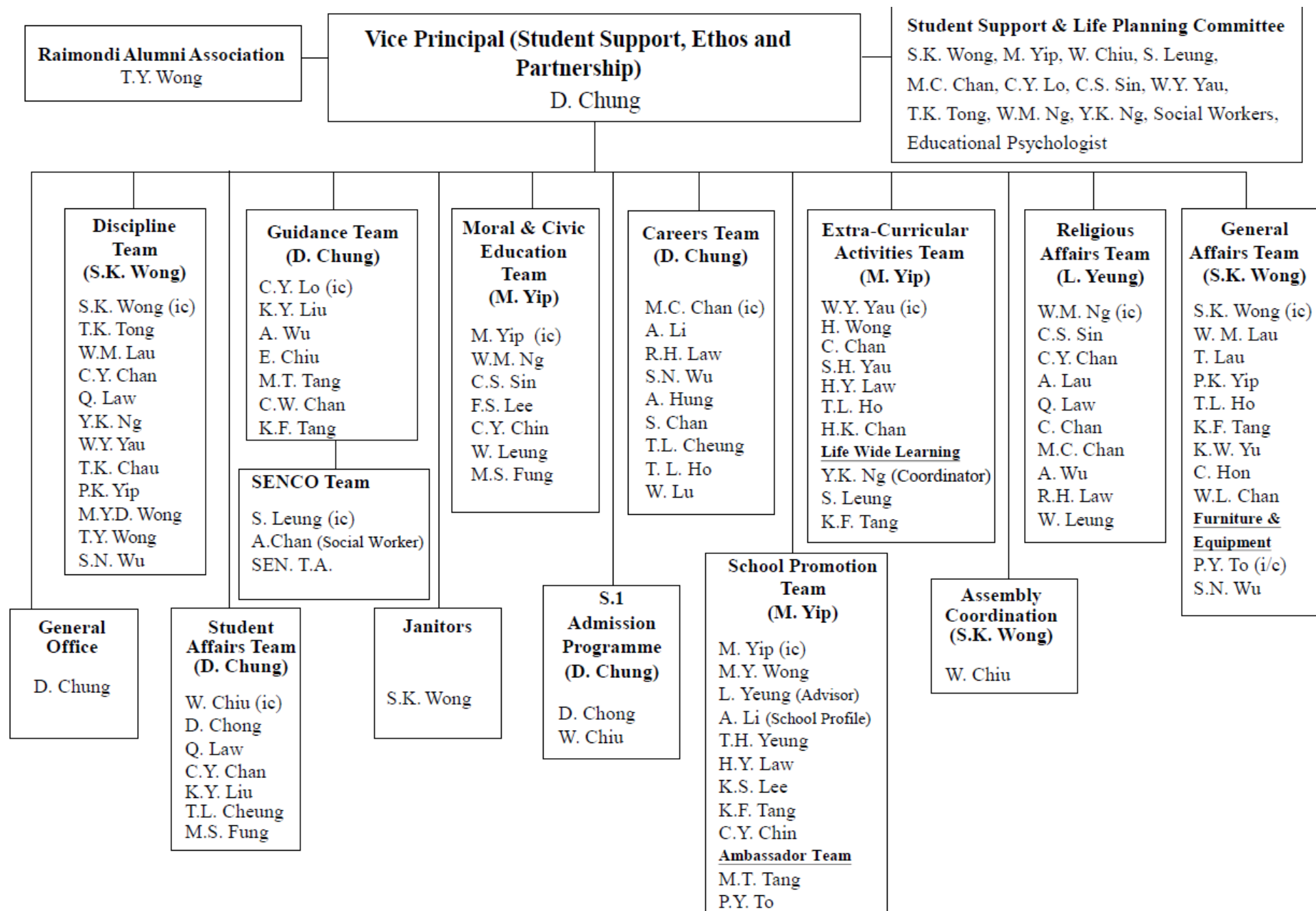
III. School Structure (2022-2023)

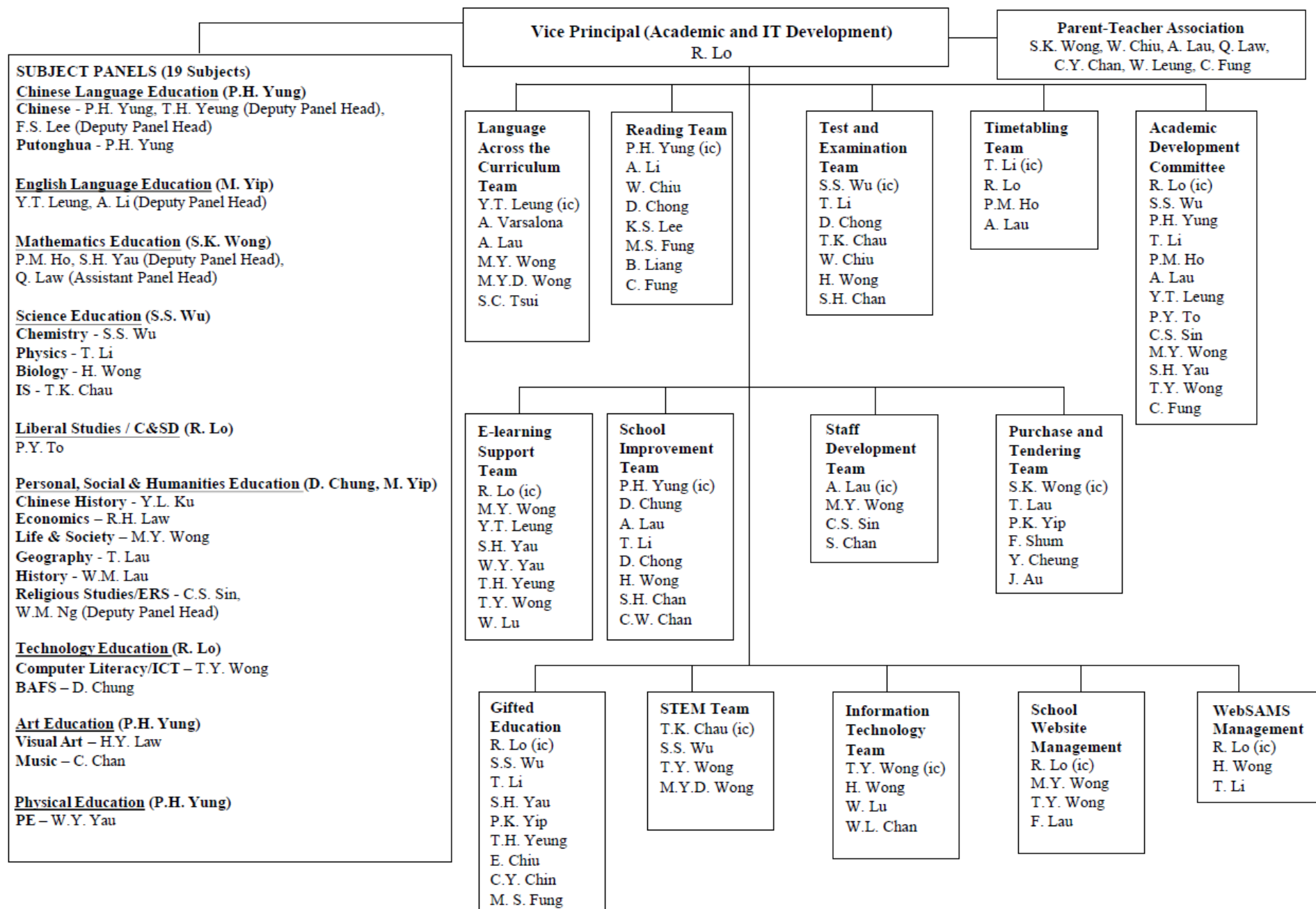


RAIMONDI COLLEGE

School Organization Chart (2022-2023)







RAIMONDI COLLEGE

IV. Annual School Plan (2022-2023)

1. Major Concern: To reinforce self-regulated learning in a blended approach for enhanced learning effectiveness

	Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.1	Enriching e-learning resources to create a favourable online environment conducive to self-regulated learning					
	(a) Enriching the e-learning resources which favor online learning outside the classroom <ul style="list-style-type: none"> ● Conducting e-Learning workshops to help the production of e-learning materials (e.g. online question banks, pre-lesson learning videos) ● Making good use of learning videos for flipped classroom learning and learning outside the classroom ● Procured a school license of the Edpuzzle platform, allowing teachers to transform videos into interactive learning tasks with questions, instant feedbacks and assessment statistics to facilitate the monitoring of learning progress ● Utilising Google Classroom as an electronic platform for the storage of e-learning materials, distribution of online assignments and communication with students ● Establishing online question banks on the Goformative platform for different subjects, allowing students to complete the tasks at their pace 	Whole Year	<ul style="list-style-type: none"> ● Over 1500 videos have been produced or their links uploaded to Google Classroom by subject panels ● More than 750 Edpuzzle tasks have been provided by different subject panels ● The Stakeholder Survey from students, parents and teachers, as well as the e-learning survey, report positive results ● All teachers are using Google Classroom to communicate with students ● Each panel has established an online question bank on the GoFormative platform ● More than 75% of students have completed online assignments through GoFormative or Edpuzzle 	<ul style="list-style-type: none"> ● Observing lessons ● Collecting feedback from students and teachers through the Stakeholder Survey and the e-learning survey ● Inspecting students' assignments ● Collecting usage data through Google Classroom, GoFormative and Edpuzzle ● Scrutinising documents from the ADC, SSC, SIT, SDT and subject panels 	<ul style="list-style-type: none"> ● ADC ● SIT ● SDT ● Panel Heads ● Subject teachers 	<ul style="list-style-type: none"> ● ELITE Centre ● Google Classroom ● Subscription to electronic platforms ("Edpuzzle" and "GoFormative") for all teachers

	<p>(b) Promoting self-regulated learning among students</p> <ul style="list-style-type: none"> • Sharing among teachers from different subject panels will be facilitated to build up a learning community for self-regulated learning • Establishing online assessment platforms to provide timely feedback for students and teachers, allowing effective reflections and strategic adjustments • Strengthening the extended curriculum and assessment mechanism by providing enrichment materials on online platforms for S.1-3 classes at the subject level, enhancing flexibility in learning pace and depth • Implementing subject-based projects to improve student learning • Facilitating cross-discipline projects to promote higher-order integrated learning 	Whole Year	<ul style="list-style-type: none"> • At least 6 sharing sessions have been conducted for teachers from different panels to share their experiences in self-directed learning • More than 70% of workshop participants have acquired the skills to promote self-regulated learning • Online assessment platforms have been established for different subjects to provide timely feedback to teachers and students, reflection and follow-up actions • All students have completed online assignments • A database for online enrichment materials has been established for different subjects and progress of students are evaluated regularly • Each S.1-3 student has been involved in at least one project-based learning task 	<ul style="list-style-type: none"> • Collecting and analysing online assessment data • Scrutinising documents from the Academic Improvement Team and subject panels • Inspecting students' assignments and projects 	<ul style="list-style-type: none"> • ADC • Academic Improvement Team • Panel Heads and subject teachers 	<ul style="list-style-type: none"> • Consultants from HKU • WebSAMS system • Google Classroom • GoFormative • Edpuzzle
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1.2	Enhancing students' reading interest and ability through reinforced strategies across the curriculum both online and offline					
	<p>(a) Engaging students in a language-rich environment to nurture their reading habits both online and offline</p> <ul style="list-style-type: none"> • Subscribing to SCMP or Ming Pao and conducting news commentary activities • Subscribing to online reading platforms in English (Wheelers) and in Chinese (智愛中文) • Optimising library resources to cultivate 	Whole Year	<ul style="list-style-type: none"> • The lending rate of library resources has increased • The writing and reading skills of students in Chinese and English are polished, as revealed in assessment results • All students have completed relevant reading and writing assignments, including those under the Extensive Reading Schemes • 80% of junior students carry out online reading • Most students can show an understanding of the texts and express their views through tasks such as presentation and writing 	<ul style="list-style-type: none"> • Collecting assessment data • Inspecting students' assignments • Collecting feedback from students through questionnaire and interviews • Scrutinising 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 • Online reading subscription • Library and book resources • e-Library • Book exhibition • Google Classroom • Goformative

	<p>students' interests in reading by arranging</p> <ul style="list-style-type: none"> • online book recommendation videos (RC Booktuber) • library visits • used books donation • book recommendation via e-Library • book crossing • book exhibitions • Implementing reading programmes: <ul style="list-style-type: none"> • Extensive Reading Schemes (Chinese Language and English Language) • Enrichment reading programmes in elite classes (English Language) • Reading Circle (Reading Team) • Reading and comprehension exercises (non-language subjects) 		<p>activities</p> <ul style="list-style-type: none"> • 70% of students find the reading programme helpful in enhancing their analytical skills and motivation to read • 90% students have completed the comprehension exercises of non-language subjects 			
	<p>(b) Assisting students' learning in subjects using a second language</p> <ul style="list-style-type: none"> • Optimising the operation of the Language-across-the-Curriculum (LAC) Programme in S.1-2 • Refining curriculum materials for Life & Society • Identifying students who struggle with language in learning for follow-up actions through analyses of: <ul style="list-style-type: none"> - Pre-S1 attainment test - Uniform Tests and Examinations • Supporting S.1-2 students who struggle with learning subjects taught in English (e.g. remedial programmes) 	Whole Year	<ul style="list-style-type: none"> • Curriculum materials are updated regularly to assist students in dealing with language in learning • 70% of S.1 and S.2 students have passed the LAC assessment • 70% of S.1-2 students have passed the assessment in Integrated Science and Life & Society • 80% of NCS students have passed the abridged Chinese Language assessment • S.1-2 students with difficulties in learning subjects taught in English have attended remedial programmes and received counselling services 	<ul style="list-style-type: none"> • Collecting assessment data • Inspecting students' assignments • Collecting feedback from students • Observing lessons • Scrutinising documents from ADC, SSC, LAC Team and relevant subject panels 	<ul style="list-style-type: none"> • ADC • SSC (Student Affairs Mistress) • LAC Team • Ms. L Fruean (Native English-speaking Teacher) • Mathematics Panel Head and subject teachers • Relevant subject panels and teachers 	<ul style="list-style-type: none"> • Support from LAC Team

	in collaboration with the Student Affairs Mistress					
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1.3	Strengthening students' creativity through immersion in authentic STEM-related contexts					
	<p>(a) Optimising the mechanism for identifying students with potentials in STEM</p> <ul style="list-style-type: none"> Encouraging students to spend more effort in junior form science subject by increasing the proportion of the subject in the average score Identifying talented students through the International Credential Assessment Service (ICAS) test Encouraging students participate in external STEM-related competitions 	Whole Year	<ul style="list-style-type: none"> Improvement in Integrated science assessment performance Most students are equipped with the basic knowledge and skills in STEM education through Computer Literacy lessons All students are capable of accomplishing STEM assignments and projects Students have demonstrated their STEM abilities through the completion of S.1 and S.2 cross-curricular projects All S.3 students have participated in the ICAS test Talented students are able to carry out STEM research studies through independent learning and active participation in STEM-related competitions All S.3 students have established STEM-assisted game stalls and demonstrated on Fun Day 	<ul style="list-style-type: none"> Collecting assessment data Inspecting students' assignments and projects Observing lessons Scrutinising ADC, STEM Team and panel documents Retrieving co-curricular activities 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"> ICAS Science Labs Innovation Labs
	<p>(b) Equipping students with STEM-related skills</p> <ul style="list-style-type: none"> Offering lessons on coding, robotics, 3D printing, virtual reality (VR), augmented reality (AR) technology and video streaming Initiating cross-curricular projects for S.1-3 students to apply related skills in authentic contexts 					

	<p>(c) Stretching students' innovative potential to solve authentic problems by revamping the S.3 cross-curricular project:</p> <ul style="list-style-type: none">• Subjects involved are Science and Computer Literacy• Encouraging students to create game stalls that are STEM-assisted• Organizing a Fun Day to demonstrate the innovative products of students					
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2. Major Concern: To nurture students to be responsible citizens and leaders through values education programmes and experiential learning

	Strategies / Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.1	Cultivating in students a sense of national identity as well as positive values and attitudes through enriched life planning education					
2.1.1	<p>Flag raising ceremony will be held weekly and on important occasions such as the National Security Education Day, the National Constitution Day, the National Day, the HKSAR Establishment Day and on other special school functions such as the First Day of School, Speech Day etc.</p> <p>Different forms of students will take turns to attend the ceremony at the Hall every week while other classes will stay in their own classrooms to watch the live broadcast of the ceremony,</p> <p>Teachers will take turns to give a speech under the flag. The contents of the speeches will enhance students' knowledge on national security, national identity and Chinese cultural.</p>	Whole Year	<ul style="list-style-type: none"> Students behave well with proper etiquette while the national flag is raising and the national anthem is playing. 	<ul style="list-style-type: none"> Evaluation meeting with all principals Feedback from teachers 	<ul style="list-style-type: none"> Principals Flag Raising Team Class teachers Students 	<ul style="list-style-type: none"> Flag pole Hall LED Monitor
2.1.2	<p>全球人力資源董事會 (GIHRD) – 伯樂與千里馬: S.2 National Identity: Talk on 「受惠科教興國」, helps students to understand the social and economic development in new China. Students will also learn the essence of 14th 5-year plan and the future planning of 2035. Through the talk, students can realize the chances in the Great Bay area and develop national identity.</p>	First Term	<ul style="list-style-type: none"> 90% of students will participate in the talk and learn the recent development in China, including the aspects in scientific advancement, reform of the economic market, green development, etc. 	<ul style="list-style-type: none"> Feedback from GIHRD, Careers and Life Planning Development Team and students 	<ul style="list-style-type: none"> GIHRD Careers and Life Planning Development Team 	<ul style="list-style-type: none"> Hall Leaflet
2.1.3	<p>Hall Assembly with the theme of 「Rejoice in Love and harmony • Commit to Perseverance in Unity」:</p> <ul style="list-style-type: none"> SSC teams will deliver messages with various themes concerning the values of Love, Perseverance, Unity and Integrity. To facilitate the development of care, love and discipline in students, through sharing of life stories and learning experience from students and teachers. 	Whole Year	<ul style="list-style-type: none"> 90% students have a stronger sense of belonging towards the school The values of Love, Perseverance, Unity and Integrity are integrated into the messages delivered to students 80% of students are able to practise the virtues in their daily lives 	<ul style="list-style-type: none"> Questionnaire Observation 	<ul style="list-style-type: none"> Discipline Team (i.c.) Other SSC Teams 	<ul style="list-style-type: none"> Hall
2.1.4	<p>Cross-curricular programmes promoting the positive values and the Theme of the Year – 「Rejoice in Love and harmony • Commit to Perseverance in Unity」 through formal and informal curriculum and activities.</p> <p>MCET and Guidance Team will liaise with the Chinese Language, English Language, BAFS, and Religious Studies/Religious Affairs Team (RAT) panels, Reading Team and Drama Club in organizing thematic events:</p> <ul style="list-style-type: none"> Book Recommendation Book Exhibition Reading materials related to the Theme of the Year Book reports, news commentary and essay writing Thanksgiving Card Design Competition & Exhibition Planting Herbs in School Scheme 	Whole Year	<ul style="list-style-type: none"> All students are able to demonstrate understanding of the theme 80% of students are able to participate in the activities and apply the core values and Chinese virtues in their daily lives 	<ul style="list-style-type: none"> Class teachers' observation and evaluation Activity record Feedback from teachers and students 	<ul style="list-style-type: none"> Moral & Civic Education Team Chinese Language Panel English Language Panel Religious Affairs Team Reading Team Visual Arts Department 	<ul style="list-style-type: none"> Students' assignment Activity record Evaluation report Assessment worksheet

2.1.5	Promotion of mindfulness and relaxation programmes and the understanding of mental health during Life Planning Education lesson: ii. Mindfulness training: during morning assembly, R.S. lessons and hall assembly iii. Relaxation Programme for S.6 Students: “Live Slowly” (慢慢生活) iv. 精靈寶庫 - 推廣精神健康流動宣傳車 for S.1 - S.6	Whole Year	<ul style="list-style-type: none"> 80% of students will practise mindfulness techniques to relax and relieve stress 80% of students will have an enhanced awareness of mental health 	<ul style="list-style-type: none"> Feedback from EP, Visual Arts teacher, class teachers and students 	<ul style="list-style-type: none"> Class teachers and subject teachers 	<ul style="list-style-type: none"> Plants Promotion leaflet
2.1.6	Life planning education and activities: i. Life Planning Lessons ii. Introductory Talk: the core values of 2022 – 2023, “Love, Perseverance, Unity and Integrity” and this year’s theme 「Rejoice in Love and harmony • Commit to Perseverance in Unity」 were announced to the students	Whole Year	80% of students able to: <ul style="list-style-type: none"> participate in the programme actively know their uniqueness, strengths and weaknesses set goals and relate themselves to the actual needs of society alleviate their abilities in all facets 	<ul style="list-style-type: none"> Survey Feedback from teachers and students 	<ul style="list-style-type: none"> MCET, Guidance Team, Careers Team, RAT and social workers 	<ul style="list-style-type: none"> Interview reports
2.1.7	Organize interest classes or visits related to Chinese cultures in order to foster students’ to develop the sense of national identity. (e.g. Visit to the Hong Kong Palace Museum)	First Term	About 30 students will join the visit to the Hong Kong Palace Museum. <ul style="list-style-type: none"> 90% of the participants will find the visit interesting 90% of the participants will find the visit can help them to understand more about the Chinese cultures and history 80% of participants will develop a higher sense of national identity 	<ul style="list-style-type: none"> Observation by the teachers and guest speaker Feedback and reflections from teachers and students 		

2.2	Developing students’ leadership skills and multiple talents through service to the School and community					
2.2.1	Informal Curriculum: In collaboration with R.S. department: Experience Dialogue in the Dark for S.3 students. It helps the S.3 students to develop empathy with the blinds and arouse their concerns with the community and people in need.	Second Term	<ul style="list-style-type: none"> 80% of students are able to treasure their sense of sight - a gift from God - through prayer 80% of students are able to demonstrate that they are willing to serve others in need, especially those with disabilities 	<ul style="list-style-type: none"> Students’ feedback Discussion and sharing 	<ul style="list-style-type: none"> VP (SSC) Career Team and Religious Studies Department 	<ul style="list-style-type: none"> \$15000

2.2.2	<p>For S.1 students: “My Assets” Workshop organize by the Hong Kong Federation of Youth Groups will help students to realize their character, attitude, skills and knowledge. Students will learn to appreciate and respect the uniqueness of others.</p> <p>For S.4 students: a. Outward Bound Training A 5-day 4-night leadership training camp is organized by the Hong Kong Outward Bound for S.4 students. Through the training camp, students will develop their confidence, social skills, problem-solving skills and leadership skills etc.</p> <p>b. Leadership Training by 全球人力資源董事會 (GIHRD) - 伯樂與千里馬: Theme on 「各有能力」 and 「軟實力」 Students learn about the Conceptual Skills of the administrative leaders and the attitude, abilities and skills required for leading different extra-curricular activities in school.</p>	First Term	<ul style="list-style-type: none"> Over 80% will learn to realize and appreciate the uniqueness of themselves and others Over 90% of S.4 students will join the leadership training camp Over 80% of participants agree that the leadership training camp can enhance their leadership skills and build up their confidence Over 80% of participants will learn the qualities and requirements to be a leader 	<ul style="list-style-type: none"> Feedback from parents and students Feedback and observation from teachers and coaches of Outward Bound Feedback from GIHRD 	<ul style="list-style-type: none"> ECA Team Careers and Life Planning Development Team 	<ul style="list-style-type: none"> Life Wide Learning Grant Hong Kong Outward Bound GIHRD Hall
2.2.3	<p><u>Caritas Bazaar:</u> The S.4 students will produce some products during the R.S. lessons. The products will be sold at the bazaar to raise fund for the poor.</p> <p><u>Order of Malta:</u> About 8 students will be recruited to join the social services organized by the Order of Malta. Student volunteers will help to organize 4 activities or service for the elderly and disabled people.</p>	27/11/2022	<ul style="list-style-type: none"> 90% of S.4 students will join the preparation activities for the bazaar and volunteer service. 90% of S.4 students will understand the importance of cooperation and team work. 90% of S.4 students can reflect their contributions in the activity 	<ul style="list-style-type: none"> Action Plan Worksheet for reflection 	<ul style="list-style-type: none"> Religious Affairs Team Religious Studies S.4 students Caritas Order of Malta 	<ul style="list-style-type: none"> Products produced by S.4 students Prizes / gifts donated by stakeholders
2.2.4	<p>Leadership training and duties of the Prefects and Guidance Prefects will include the virtues namely Love, Unity, Perseverance and Integrity. The training will include service learning inside and outside school. Workshops and activities including personal growth, empathy and effective communication skills.</p> <p>The Prefect Body will learn skills on maintaining discipline of fellow students in school and other school events and functions. The Guidance Prefect Body will be trained to assisting S.1 students in adapting secondary school life and to promote inclusive and caring environment in school.</p>	Whole Year	<ul style="list-style-type: none"> All Prefects and Guidance Prefects will learn the meaning and practice of the virtues, Love, Perseverance, Unity and Integrity , while performing their duties, providing services and organizing activities 	<ul style="list-style-type: none"> Feedback from advisors of Prefect Body and Guidance Prefect Body / Prefects and Guidance Prefects / students 	<ul style="list-style-type: none"> Advisors of Prefect Body and Guidance Prefect Body / Prefects and Guidance Prefects / students 	<ul style="list-style-type: none"> Training programmes Camp site

2.2.5	<p>Service Learning for S.1 and S.2 students: Students will learn how to serve others and those they love and care through service learning. It helps students to develop a positive role and identity in family, school and society.</p> <p>Volunteer service for S.3 students: SSC sub-teams will collaborated with Caritas to organize volunteer service for S.3 students. Students will form different groups and set targets for the volunteer service. Students will learn how to organize activities for different social groups, e.g. elderly, children and low-income families, etc.</p>	16/01/2023	<ul style="list-style-type: none"> • 80% of students will practice the core values of “Love, Perseverance, Unity and Integrity” and develop empathy through service learning • 80% of students will develop leadership skills through serving the school and community • 80% of students are willing to serve those in need, at school or in the community • 80% of students will have a better understanding of empathy and accept people who are different from themselves or those who have different social needs 	<ul style="list-style-type: none"> • Feedback from teachers, and students 	<ul style="list-style-type: none"> • SSC sub-teams, class teachers and students 	<ul style="list-style-type: none"> • Programmes / Plans of the service-learning
2.2.6	<p>Strength-based Programme: To develop multiple talents of students through organizing workshops and providing opportunities for them to actualize their talents through servicing the school. Programme will include STEM workshops, Designing workshops and Sharing during morning assemble</p>	Whole Year	<ul style="list-style-type: none"> • Organize about 3 different activities for students to develop their different talents 	<ul style="list-style-type: none"> • Feedback from students 	<ul style="list-style-type: none"> • Guidance Team 	<ul style="list-style-type: none"> • Workshops and activities • Programme / Plan

2.3	Encouraging students to explore opportunities for future career pathways through formal and informal curricula					
2.3.1	<p>Mentorship Scheme: “Strive for Excellence”</p> <p>This programme will be organized with the collaborated effort of Guidance, Careers and Student Affairs Teams. It aims to provide students with support and guidance on studies and career planning.</p> <ul style="list-style-type: none"> • Mentors include class teachers, subject teachers and SSC teachers • they will provide guidance, advice, study skills and support to their mentees • For S.1 – S.3, class teachers will provide support, advice and guidance based on students’ study plans and goals • For S.3 students, consultation and advice will be given to facilitate their elective choices for promotion to S.4 • For S.4 to S.6 students, mentors will give advices on study planning, JUPAS choices and preparation for HKDSE 	Whole Year	<ul style="list-style-type: none"> • For S.1-3, class teachers will be the mentors while for S.4-6, the class teachers, subject teachers or the SSC team members will serve as mentors • The mentors and mentees will meet regularly to formulate plans for study and JUPAS choices 	• Log books – “Strive for Excellence”	<ul style="list-style-type: none"> • VP (SSC) • SSC team members • SAMS Team • Class Teachers • Subject Teachers 	<ul style="list-style-type: none"> • School Hall • Clerical Support • IT Support
2.3.2	<p>「伯樂與千里馬」 – 全球人力資源董事會 (GIHRD) will organize different talks for S.1 – S.6 students and help them to develop and plan for their career paths.</p>	Whole Year	<ul style="list-style-type: none"> • Over 80% of participants will join the talk and learn to develop their career paths • Over 80% of participants will get insights on preparing their learning plan 	• Feedback from teachers, and students	<ul style="list-style-type: none"> • Careers and Life Planning Development Team • GIHRD 	<ul style="list-style-type: none"> • Hall • Leaflet
2.3.3	<p>Organise study tours or field trips to expose students to more career options and inspire their aspirations. Especially the tours and visits to the Great Bay area and different parts of Mainland China.</p>	Second Term	<ul style="list-style-type: none"> • If possible, 1-2 tours will be organised for students to explore their future studies or career plans in the Great Bay Area • Around 80% of the participants agree that the tours or trips can broaden their horizon in different aspects 	<ul style="list-style-type: none"> • Survey • Observation from teachers • Feedback from students 	• Mr. W. Y. Yau	• Life-wide-Learning Grant
2.3.4	<p>To celebrate the 65th Anniversary, distinguished alumni will be invited to give talks for students. They will share their career experiences and encourage students to equip themselves for the future challenges and pursuit their dreams.</p>	Feb, Apr, July & Oct 2023	<ul style="list-style-type: none"> • 4 talks will be organized in 2023 • Over 90% of students will join the talks • Over 80% of participants will be inspired by the alumni and prepare well and have better careers planning 	<ul style="list-style-type: none"> • Feedback and observation from teachers and alumni • Feedback from students 	• 65 th Anniversary Organizing Committee	<ul style="list-style-type: none"> • Hall • Promotion posters

2.4	Nurturing spiritual development in students by enhancing pastoral care and practicing the essence of the Gospel					
2.4.1	School Opening Mass: The School Opening Mass will be organized at the Cathedral of The Immaculate Conception. The secondary section and primary section will join the Mass together. Lead by Rev. Chan Chi Ming, together we will humbly pray for God's guidance and protection in the new academic year.	09/09/2022	<ul style="list-style-type: none"> • All students worship God sincerely during the Mass and behave in a disciplined manner 	<ul style="list-style-type: none"> • Observation from the IMC Managers, Principals and Religious Affairs Team • Feedback from R.S. and class teachers 	• Religious Affairs Team	• \$3500
2.4.2	Alpha course: Training students to be future cell group leaders. Students will learn and practice the leadership skills for leading different religious groups and activities.	Whole Year	<ul style="list-style-type: none"> • All participants will learn and practice the leadership skills in organizing religious groups and activities 	<ul style="list-style-type: none"> • Feedback from teachers and students 	• Religious Affairs Team	<ul style="list-style-type: none"> • Prayer Room • Classroom
2.4.3	Legion of Mary: The school's Legion of Mary will be held weekly meetings in the Prayer Room. Members and advisors will reflect on Readings, share their spiritual life and pray together.	Whole Year	<ul style="list-style-type: none"> • All participants will learn and practice the teachings of Gospel 	<ul style="list-style-type: none"> • Feedback from advisors and students 	• Religious Affairs Team	• Prayer Room
2.4.4	Recruit students to join the religious activities and volunteer services organize by Legion of Mary and the Cathedral.	Whole Year	<ul style="list-style-type: none"> • All participants will learn and practice the teachings of Gospel. 	<ul style="list-style-type: none"> • Feedback from teachers and students 	• Religious Affairs Team	• Prayer Room

V. Work Plan on Capacity Enhancement Grant

Work Plan on the Use of Capacity Enhancement Grant in 2022-2023

Task Area	Major Area(s) of Concern	Strategies/ Tasks	Benefits Anticipated	Time Scale	Resources Required	Success Criteria	Methods of Evaluation	People Responsible
Curriculum Development and Interactive Learning	<ul style="list-style-type: none">• To foster students' self regulated learning• To support the Small Class Teaching Scheme	<ul style="list-style-type: none">• To recruit teachers to enhance E-learning beyond classroom• To provide students with an interactive classroom	<ul style="list-style-type: none">• E-Learning materials will be produced to enhance self directed learning• Learning effectiveness will be enhanced	Throughout the school year	<ul style="list-style-type: none">• 1 Science teacher: \$459,180	<ul style="list-style-type: none">• Enhanced students' learning in science education• Improved learning atmosphere and performance	<ul style="list-style-type: none">• Collecting assessment data• Observing lessons• Scrutinizing panel documents	Mr. R. Lo Ms. S.S. Wu Mr. H.Wong

Estimated Expenditure: \$459,180

VI. Work Plan on Diversity Learning Grant

Annual Programme Proposal for Diversity Learning Grant (DLG) for the year 2022-2023

Domain	Programme	Objective	Target	Duration	Teacher i/c	Budget
English Language	Training course for English debate	To enhance students' skills in English debate	<ul style="list-style-type: none">•20 students•S.4 & S.5 students•Nominated by English teachers	First Term	Mr. Y.T. Leung	\$12,000
Chinese Language	Training course for Chinese Speech	To improve students' ability in Chinese Speech	<ul style="list-style-type: none">•10 students•S.5 & S.6 students•Nominated by Chinese teachers	Second Term	Ms. P.H. Yung	\$12,000
Chinese Language	Enrichment programme for Senior Secondary Chinese Language	To improve the students' performance in Chinese Language for HKDSE through extra support to selected students	<ul style="list-style-type: none">•20 students•S.5 to S.6 students•Nominated by Chinese teachers	Whole Year	Ms. P.H. Yung	\$25,000

Estimated Expenditure: \$49,000

VII. Work Plan on Life-wide Learning Grant

Annual Programme Proposal for Life-wide Learning Grant (LWLG) for the year 2022-2023

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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.

Category 1: To organise / participate in life-wide learning activities

Schools are required to complete this part							Completion of this part is not mandatory								
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
e.g.	Career Expreience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00									
1	Inter-house competitions (Athletic Meet and Swimming Gala)	Dec 2022, May 2023	All studetms	700	\$20,000.00	\$28.57	To promote students' team spirit and cultivate students' sense of belonging to school and house.	Physical Education	Students' participation	✓		✓			ECA (Y. K. Ng)
2	Programme and activities about Chinese culture	Wholw year	All students	700	\$16,050.00	\$22.93	To let students inherit a civilization and traditions, learn historical wisdom, identify with their own nation and culture, embrace a global outlook and build on them for a better world.	General Studies	Students participation number. Feedback from students.	✓					Integrated Humanities Association (M. Y. Wong)
3	Visits or science-related activities	Wholw year	All students	100	\$80,000.00	\$800.00	To broaden students' horizon on scientific and technological development	Science	Feedback from teachers and students	✓					Science Education (S. S. Wu)
4	1. Digital art workshop & Purchase equipment and software for Digital art workshop 2. Mural painting Project 3. Museum and exhibition Visit 4. Props making workshop	1st term	All students	60	\$95,000.00	\$1,583.33	To help students develop digital design skills, to enhance students' interest in arts, learning through exploration in art exhibitions and to improve the equipment for students to learn Digital art. To enhance students' interests in art creation having drawing mural painting around the school, museum and exhibition visit provides opportunities for student to engage actively in the process of acquiring knowledge and to express thoughts and emotions.	Arts (Visual Arts)	Artworks and banners, feedback from instructors a		✓	✓			Visual Arts (H. Y. Law)
5	A course on learning AI and getting a certificate.	2nd term	S3-S4	15	\$30,000.00	\$2,000.00	To provide students with opportunities to learn AI and obtaining a certificate.	Cross-Disciplinary (STEM)	Result of the certificate exam.	✓					STEM Club (M. Y. D. Wong)

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
6	An excursion to different historical sites	Mid-November 2022; March 2023; May 2023	All students	53	\$3,600.00	\$67.92	An excursion to different historical sites as well as education and resources centres to enhance students' exposure to cultural heritage as well as green lifestyle and to nurture their awareness in green consumption as well as heritage conservation. 3 tours would be organized altogether in this academic year. (Tour to Ex-Sham Shui Po Service Reservoir, organised by The Water Supplies Department; Tour to Ex-Sham Shui Po Service Reservoir, organised by The Water Supplies Department; Tour to Green Education and Resources Centre, organized by Leisure and Cultural Services Department)	Moral, Civic and National Education	A questionnaire would be distributed to participants through Google Forms to collect students' opinion and reflection in relation to the tours and the notion of cultural heritage as well as green lifestyle.		✓				Moral and Civic Education Team (W. Leung)
7	青協中五「DISC Profile」工作坊	上學期	全級中五	100	\$7,200.00	\$72.00	以生涯規劃評估方式，讓同學了解自己的志趣。	Others, please specify: Career	青協問卷調查報告	✓	✓				Careers Team (M. C. Chan)
8	S6 Morale Boosting	上學期	全級中六	100	\$1,000.00	\$10.00	提升學生士氣，以及表達對他們的支持和關愛。	Others, please specify: Career	班主任問卷調查	✓	✓				Careers Team (M. C. Chan)
9	中六大學面試講座及工作坊	上學期	全級中六	100	\$15,000.00	\$150.00	為中六學生提供大學面試講座和工作坊，教導學生掌握當中的技巧，提升學生對面試的信心，減輕他們的壓力。(機構：Edveme Limited)	Others, please specify: Career	學生、老師、對外機構的意見回饋					✓	Careers Team (M. C. Chan)
10	仁愛堂 職業探索工作坊	下學期	全級中四	113	\$16,320.00	\$144.42	邀請三至四個不同界別的專業人士與中四同學以分組形式，分享他們的生涯與職場的體驗，並讓他們體驗這些職業的專業用具，讓同學找到自己的職業志趣。	Others, please specify: Career	仁愛堂 職業探索工作坊	✓	✓			✓	Careers Team (M. C. Chan)
11	中一級 My Assets 工作坊(兩次)	下學期	全級中一	136	\$18,050.00	\$132.72	與青協合作，讓學生透過工作坊了解自己的態度、技能和知識的狀態，亦同時培養欣賞他人這些方面的能力，以協助學生建立及發展領袖思維的能力	Others, please specify: Career	青協的評估報告	✓	✓				Careers Team (M. C. Chan)
12	生涯規劃 桌遊	下學期	全級中四	113	\$1,000.00	\$8.85	以桌遊的方式，讓學生認識生涯規劃的概念和當中的知識。	Others, please specify: Career	學生問卷調查	✓	✓				Careers Team (M. C. Chan)
13	青協 - 職場練習生	下學期	升學組大使	35	\$1,800.00	\$51.43	邀請社工到校為升學組大使組的同學提供工作坊，讓他們了解日常工作待人處事的禮儀。	Others, please specify: Career	青協 - 職場練習生	✓	✓				Careers Team (M. C. Chan)

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
14	社企活動體驗 - 黑暗中對話	下學期	全級中三	108	\$19,180.00	\$177.59	讓中三同學從活動中： • 體驗社企活動 • 培養理解別人困難及需要的同理心 • 培養欣賞別人於生活中的付出及努力	Others, please specify: Career	黑暗中對話的評估報告	✓	✓			✓	Careers Team (M. C. Chan)
15	English Debate regular training sessions, preparation for inter-school competitions	Whole year	S1-S5	100	\$80,000.00	\$800.00	Equip students with debating skills, Prepare students for debate competitions	English Language	Students performance in training, Competition results	✓	✓				English (Y. T. Leung)
16	Drama show for junior form students during English Week	Feb-23	S1-S3	375	\$10,000.00	\$26.67	Equip students with drama knowledge, Highlight of the English Week	English Language	Students' participation in the drama show	✓	✓				English (Y. T. Leung)
17	Visit SenseTime A.I. Campus with workshop	Post-exam period	A11 S1	136	\$45,000.00	\$330.88	To broaden students' horizon on A.I. knowledge and development	Science	Evaluation feedback from students and teachers	✓					STEM (T. K. Chau)
18	Instrumental Training Program	Whole year	S1-S5	60	\$150,000.00	\$2,500.00	To develop students' interest in playing orchestral instruments	Arts (Music)	Attendance record, feedback from teacher and tutors			✓			Music (C. Chan)
19	S4 Fashion Show	2nd term	S4	113	\$20,000.00	\$176.99	To arouse students' creativity on fashion design through catwalk performance	Arts (Visual Arts)	Artworks, feedback from teachers, instructors and students.			✓			Arts Education (H. Y. Law)
20	Subsidy for S4 students to attend Outward Bound Training Course at the beginning of school year in 2023-24.	8-9/2023(5 days-4nights)	S4	110	\$400,000.00	\$3,636.36	Develop students' leadership skill in senior secondary school life	Leadership Training	Feedbacks from instructors and students. Log book and evaluation from students		✓	✓		✓	ECA(W. Y. Yau)
21	School Picnic	2 Dec	All students	700	\$150,000.00	\$214.29	Provide opportunities for students to enjoy an activities with classmates and teachers	Cross-Disciplinary (Others)	Feedbacks from teachers and students		✓	✓			ECA(W. Y. Yau)
22	Leadership training courses / camps	Whole year	S3 - S5	350	\$100,000.00	\$285.71	Organise various team building activities for students from different ECA clubs / teams	Leadership Training	Feedback from teachers and instructors, evaluation from students			✓		✓	ECA(W. Y. Yau)
23	Subsidy for interest classes	Whole year	All students	700	\$150,000.00	\$214.29	Organise various interest classes for students after school in order to enhance their whole-person development	ECA Activities	Feedback from teachers and instructors, evaluation from students	✓	✓			✓	ECA(W. Y. Yau)
24	Set up an E-sports Gallery in Karl Hall	Whole year	All students	700	\$250,000.00	\$357.14	Set up an E-sports Gallery in Karl Hall in order to promote STEM in PE and advocate a healthy life style to students	Physical Education	Number of participants and evaluation from teachers and students		✓	✓		✓	P. E. (W. Y. Yau)

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
25	Subsidy for sports training	Whole year	All school teams members	300	\$200,000.00	\$666.67	Subsidy students' sports training fee in order to attract more students to participate in regular sports trainings	Physical Education	Number of participants and evaluation from teachers and students		✓	✓		✓	P. E. (W. Y. Yau)
26	S1-S3 Service learning activities	Whole year	S1-S3	375	\$200,000.00	\$533.33	Organise various activities for S1-S3 students which are related to community service. Students can have a deeper understanding of love and sharing by serving other people	Values Education	Number of participants and evaluation from external organisation, teachers and students		✓		✓	✓	Student Support Committee()
27	S1 Adaptation Program	8-9/2023	S1	136	\$80,000.00	\$588.24	Organise 3days-2nights camp for S1(2023/24) students to be equipped for new school life	Values Education	Number of participants and feedback from teachers, parents and students		✓	✓			Student Support Committee()
28	親子社區服務	11/2022	S1	40	\$4,000.00	\$100.00	透過服務長者及有需要人士，建立家長和子女的同理心，並學習欣賞和尊重他人，建立關愛服務的精神	Values Education	Number of participants and feedback from teachers, parents and students		✓		✓		Religious studies(C. S. Sin)
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				6,628	\$2,163,200.00										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
e.g.	Exchange Tour to the Greater Bay Area	10-12 Apr 2023	S4-S5	88	\$100,000.00	\$1,136.36									
1	Sports Training Tour to the Greater Bay Area	Jun-Jul 2023(5days)	S1-S5	60	\$120,000.00	\$2,000.00									
2															
3															
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.2				60	\$120,000.00										
Total for Category 1				6,688	\$2,283,200.00										

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1	Inbody 270 Body Composition Scale	Provide comprehensive health data for students	\$50,000.00

No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes														
2	Using online platforms (Edpuzzles and Goformative) to facilitate the preparations and evaluations of students involved in visits to various organizations/sites.	To broaden students' horizons by immersing them in authentic environments.			\$49,150.00										
3															
(Please insert rows above if the space provided is insufficient.)															
Estimated Expenses for Category 2						\$99,150.00									
Estimated Expenses for Categories 1 & 2						\$2,382,350.00									

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	
Estimated number of student beneficiaries:	
Percentage of students benefiting from the Grant (%):	—

Name of Contact Person for LWL:	
Post of Contact Person for LWL:	

VIII. Work Plan on Non-Chinese Speaking Student Grant

加強支援非華語學生的中文學與教
學校計劃 (2022/23學年)

[須於2022年11月30日或之前提交]

高主教書院

致：教育局發展及支援組

(地址：香港添馬添美道2號政府總部東翼7樓)

本校會實施「中國語文課程第二語言學習架構」(「學習架構」)，以確保本校非華語學生¹與華語同儕享有同等學習中文的機會，並建構共融校園。本校亦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2022/23學年的具體計劃已獲校董會通過。
- ☒ 本校在2022/23學年的具體計劃已獲法團校董會通過。
- ☐ 本校在2022/23學年的具體計劃已獲學校管理委員會通過。

現就有關計劃，闡述如下：

(一)整體規劃

1. (i) 在2022/23學年，本校共有中文科教師 11 名，其中有 4 名教授非華語學生。
本年度教授非華語學生中文科的教師當中，分別有 1 名為首年任教、
1 名已任教1至3年、2 名已任教4至6年及 0 名已任教7年或以上。
- (ii) 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：

統籌團隊(包括總統籌)人數： 1 人[如統籌團隊人數多於一人，請填寫所有成員的資料。]

姓名	職位(例如：副校長 / 科主任 / 主任 / 副主任 / 教務主任 / 課程發展主任 / 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)	非華語統籌教師	中一,中二,中三,中四,中五,中六	12	6

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。

2. (i) 在2020/21學年及2021/22學年，本校已完成相關培訓(例如：參加研討會、工作坊或修讀有關教授中文作為第二語言的課程等)的現職中文科教師有 6 名，當中有 2 名於本學年教授非華語學生。

完成培訓活動的人數詳列如下(每學年獨立計算，毋須累計)：

	完成培訓活動人數	
	2020/21學年	2021/22學年
• 單次性有關教授中文作為第二語言的分享會 / 研討會	5	4
• 教授非華語學生的教師經驗分享會 / 研討會	0	1
• 為期數日有關教授中文作為第二語言的短期課程	0	0
• 香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」	0	0
• 教育局通函第21/2019號及第16/2022號所載的「教授中文作為第二語言」專業進修津貼計劃 ² 下的課程	0	0
• 同儕觀課	0	0
• 協作教學	0	0
• 教師網絡活動(請說明)：	0	0
• 其他(請說明)：	0	0

- ☒ 本校有至少一名教師在上述學年已完成多於一項相關培訓。

- (ii) 本校預計 4 名現職中文科教師在2022/23學年，會接受一項或多項專業培訓，當中有 4 名教師於本學年教授非華語學生。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，計劃如下：（可選多於一項）

- ☒ 單次性有關教授中文作為第二語言的分享會 / 研討會
- ☒ 教授非華語學生的教師經驗分享會 / 研討會
- ☐ 為期數日有關教授中文作為第二語言的短期課程
- ☐ 香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
- ☐ 教育局通函第21/2019號及第16/2022號所載的「教授中文作為第二語言」專業進修津貼計劃下的課程
- ☐ 同儕觀課
- ☐ 協作教學
- ☐ 教師網絡活動（請說明）：

☐ 其他（請說明）：

2：教育局通函第21/2019號及第16/2022號所載的「教授中文作為第二語言」專業進修津貼計劃包括香港理工大學開辦的「對外漢語教學深造文憑（香港學校中文第二語言教學專業）」、「中國語文文學碩士（中文第二語言教學專業）」及「對外漢語教學文學碩士（香港學校中文第二語言教學專業）」。

3. 在2022/23學年，本校 沒有 參加由教育局專業人員 / 大學 / 其他專業機構提供與非華語學生學習中文相關的校本支援服務

（計劃名稱： ）。

- (i) 如沒有參加，主要考慮因素包括：（可選多於一項）

- ☒ 本校之前曾參加相關支援計劃（計劃名稱： 教育局支援非華語學生的中文學與教 ； 年份： 17/18 ），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. 本校在推行「學習架構」的策略和支援模式時，考慮的因素及相關計劃包括：

- (i) 本校於2022/23學年非華語學生人數如下：

級別	中一	中二	中三	中四	中五	中六	總數
非華語學生人數	4	3	0	5	4	3	19

- (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	3	16			

- (b) 約 3 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：

(ii) 以普通話教授中文：

☒ 本校 沒有 以普通話教授中文

☐ 本校於 _____ 年級全面（即所有班別／組別）以普通話教授中文

☐ 本校於 _____ 年級以普通話教授中文，並按學生能力分班，每級只有部分學生就讀以普通話教授中文的班別

☐ 其他安排（請說明）： _____

(a) 本校非華語學生 就讀以普通話教授中文班別 的人數如下：

級別	中一	中二	中三	中四	中五	中六	總數
非華語學生人數	0	0	0	0	0	0	0

(b) 本校為 就讀以普通話教授中文班別 的非華語學生提供下列支援措施：

☐ 安排密集中文學習模式（例如：抽離學習、小組學習、增加中文課節、課後支援班等）

☐ 發展／調適校本教材以照顧非華語學生的學習需要

☐ 提供拼音輔助或配有音頻的教學材料，教授拼音輔助學習

☐ 其他（請註明）： _____

(iii) 本校按教育局通告第8/2014號第10段及第8/2020號第7段，採用緊扣「學習架構」的《中國語文校內評估工具-非華語學生適用》（《評估工具》），每學年評估非華語學生的學習表現，並按評估結果，為非華語學生訂定適切的學習目標，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) 有關的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。
- (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非華語學生的能力為高、中、低。]

5. 編班方面，本校非華語學生的 中國語文課堂安排 如下：

學校計劃（2022/23學年）

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每循環週（每循環週有6天）有 _____ 8 _____ 節中文課，每節 _____ 35 _____ 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. 就校本情況而言，本校安排非華語學生在 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）

☐ 本校非華語學生零散地分布各級，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）： _____

學校計劃（2022/23學年）

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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2022/23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) ☒ 在中文課堂安排**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(低)	1	4	8
	中二	能力(中)	1	3	8
	中四	能力(高),能力(中)	1	5	8
	中五	能力(中),能力(低)	1	4	8
	中六	能力(高),能力(中)	1	3	4

(b) ☐ 在中文課堂將同級 / 跨級的學生重新組合，進行**小組學習**（分拆成小組後，**小組數目會多於原有班數**，一般適合錄取非華語學生較多的學校，以降低每組師生比例，加強照顧非華語學生的學習需要），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
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(c) ☐ **增加中文課節**（請勿將其他科目的課節轉為中文課），詳情如下：

年級	每級有 ()班 / 組	每週原有 ()節中文課	每班 / 組 每週約增加()節
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(d) ☐ 在中文課堂進行**協作教學**（即安排兩名或以上教師一同授課或安排教學助理 / 不同種族的助理在課堂上提供支援；只須填報入班協作的**額外人手**資料），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
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(e) ☐ **跨學科中文學習**，相關科目（例如：圖書課等）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，可用小數表示。]

年級	班 / 組 數目	相關科目	每班 / 組 每週約()節
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(f) ☒ **課後支援**，詳情如下：

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	4	3	1
	中二	1	3	3	1
	中四	1	5	3	1
	中五	1	4	3	1
	中六	1	3	3	1

按第5項「每節中文課的時間」作換算，為非華語學生安排的課後支援每週共

25.5 節。

[請注意：此項每週節數將顯示在第8(ii)及17項的相關項目中，例如：課後支援每週為2小時，以每節中文課為40分鐘作換算，即相等於3節中文課。]

課後支援的人手安排	每週負責的節數
(i) 中文科教師	10
(ii) 教學助理	15.5
(iii) 不同種族的助理 (入班協作)	
(iv) 外聘導師	

☐ 本校安排兩名或以上教學人員負責同一節課後支援。

☐ 如學校同時安排教師 / 教學助理 / 不同種族的助理與外聘導師負責課後支援，請提供各人的大致分工：

教師： _____

教學助理： _____

不同種族的助理： _____

外聘導師： _____

(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 type="checkbox"/> 其他 (請說明)：			

(h) ☐ 所有中文課堂均與華語同儕同班的非華語學生在中文學習上所獲得的額外支援 (請參閱第5項)：

8(ii). ☒ 本校確認下列本學年運用額外撥款為非華語學生學習中文所提供的支援及人手分配

【有關資料由系統從第4(i)、5及8(i) (a)至(f)項匯入】：

年級	安排與華語同儕同班或部分課堂與華語同儕同班的非華語學生數目	密集中文學習模式	每週節數
中一 (非華語學生： 4 名)	0 名 (0 節)	抽離學習 (每組 4 人)(1 班/組) 小組學習 (每組 5 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援 (每組 4 人)(1 班/組)	8 節 0 節 0 節 0 節 0 節 5.1 節
中二 (非華語學生： 3 名)	0 名 (0 節)	抽離學習 (每組 3 人)(1 班/組) 小組學習 (每組 5 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援 (每組 3 人)(1 班/組)	8 節 0 節 0 節 0 節 0 節 5.1 節
中三 (非華語學生： 0 名)	0 名 (0 節)	抽離學習 (每組 5 人)(0 班/組) 小組學習 (每組 5 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援 (每組 5 人)(0 班/組)	0 節 0 節 0 節 0 節 0 節 0 節
中四 (非華語學生： 5 名)	0 名 (0 節)	抽離學習 (每組 5 人)(1 班/組) 小組學習 (每組 5 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援 (每組 5 人)(1 班/組)	8 節 0 節 0 節 0 節 0 節 5.1 節
中五 (非華語學生： 4 名)	0 名 (0 節)	抽離學習 (每組 4 人)(1 班/組) 小組學習 (每組 5 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援 (每組 4 人)(1 班/組)	8 節 0 節 0 節 0 節 0 節 5.1 節

年級	安排與華語同儕同班或部分課堂與華語同儕同班的非華語學生數目	密集中文學習模式	每週節數
中六 (非華語學生：3 名)	0 名 (0 節)	抽離學習(每組 3 人)(1 班/組) 小組學習(每組 6 人)(0 班/組) 增加中文課節 (0 班/組) 協作教學 (0 班/組) 跨學科中文學習 (0 班/組) 課後支援(每組 3 人)(1 班/組)	4 節 0 節 0 節 0 節 0 節 5.1 節
		跨級抽離學習 跨級小組學習 跨級課後支援	0 節 0 節 0 節
			共 61.5 節

密集中文學習模式的人手安排	每週負責的節數
(i) 中文科教師	46
(ii) 教學助理	15.5
(iii) 不同種族的助理	0
(iv) 外聘導師	0
	共 61.5 節

9. 本校 沒有 安排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 ☐ 增加中文課節
☐ 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)：

(ii) 參與(i)所述的支援項目的非華語學生共有 _____ 名 (年級：_____); 華語學生共有 _____ 名 (年級：_____)

(iii) 安排華語學生參與的考慮因素：

10. 課程 / 教材發展方面，在2022/23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, 中五, 中六
- ☒ 採用出版社、大學 / 專上院校出版的教材，包括：
香港大學《沉浸中文》
- ☐ 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》(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. 除了在學年結束前及 / 或下學年開始時使用《評估工具》的結果外，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
- ☐ 持份者 (例如：有教授及支援非華語學生的教職員、家長、非華語學生等) 的回饋
- ☒ 教師觀察非華語學生在課堂上的表現
- ☐ 非華語學生在中文活動的表現 (例如：戲劇、校園小記者、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 (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)翻譯為英文版及提供相關支援措施的資訊外³,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 / 教學助理 / 其他人士(例如: _____ 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: _____
- ☐ 聘請不同種族的助理,直接與非華語學生家長聯絡
- ☐ 購買翻譯服務, _____
- ☐ 安排教職員翻譯, _____
- ☐ 舉辦家長講座(共 _____ 次),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情況
- ☒ 透過家長日 / 其他模式(例如: _____)向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等),以期透過家校合作,鼓勵非華語學生努力學習
- ☐ 其他(請說明): _____
13. 本校會提升教師和學生的文化及宗教敏感度,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)
- ☐ 已制定與建構共融校園相關的政策,並籌劃推行措施和各種安排
- ☒ 向教師闡釋有關政策及措施,並定期匯報推行措施的進展
- ☒ 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): _____

³ 由2018/19學年起,《學校概覽》已新增「非華語學生的教育支援」的欄目,所有獲額外撥款的學校均須在該欄目列出學校為非華語學生學習中文提供的額外支援措施。

14. 本校會透過以下途徑,為非華語學生在學校或課堂以外,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)
- ☐ 安排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、由扶貧委員會籌劃的「友·導向」計劃、由民政事務總署資助營辦的少數族裔人士支援服務中心所舉辦的共融活動等)
- ☒ 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2022/23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:如有關服務的開支需以額外撥款支付,請於第17項列明]
- ☐ 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(請說明機構名稱及其服務內容): _____
16. 在2022/23學年,除了在《學校概覽》提供相關支援措施的資訊外³,本校還透過以下途徑,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)
- ☒ 已將中、英文對照的支援摘要(2021/22學年)在2022年11月30日或之前上載本校網頁(只適用於2021/22學年獲額外撥款的學校)⁴
(請提供有關連結: www.raimondi.edu.hk _____)
- ☐ 除上述支援摘要外,本校網頁的其他內容⁵
(請提供有關連結: _____)
- ☐ 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

☒ 家長日

☐ 其他 (請說明) :

4 根據教育局通告第8/2020號第18段，獲有調撥款的學校須提供一份中、英文對照的摘要，闡述學校於上學年如何支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校應在學校網頁主頁的首眼位置設置圖標或簡單的英文提示，讓家長在瀏覽網頁的主頁時能即時知悉如何獲得英文版的資料。

5 學校可在學校網頁的主頁首眼位置設置圖標，連結英文版《學校概覽》網頁，或提供可用英語 / 其他語言溝通的聯絡人資料，以便非華語學生的家長查詢和取得相關資訊。

(四) 撥款的運用⁶

17. 按照2022年9月點算非華語學生人數的結果，本校在2022/23學年可獲額外撥款(A)

820,000 元，在2021/22學年完結時，額外撥款的累積餘額為(B) 76,700

元 (如適用)。本校2022/23學年額外撥款的運用計劃如下：(可選多於一項)

項目	全年預算開支
<input checked="" type="checkbox"/> 聘請中文科 / 其他科 (請說明：中文、英文) 全職教師 2 名 ⁷ ，及全職教學助理 0 名 ⁷ 。他們負責的有關教擔 / 工作與校內一般全職教職員的教擔 / 工作相若。	教師薪金總計： 798,000 元 ⁸
由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作：	教學助理薪金總計： 元 ⁸
<input checked="" type="checkbox"/> 按第8項資料所示，教師教授非華語學生中文的額外教學工作，每週共 46 節	
<input checked="" type="checkbox"/> 按第8項資料所示，教學助理協助 / 支援非華語學生學習中文，每週共 15.5 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、中五、中六)，每週 2 節	
<input type="checkbox"/> 共同備課 (年級：)，每週 節	
<input checked="" type="checkbox"/> 建構共融校園	
<input checked="" type="checkbox"/> 安排共融活動，每週 2 節	
<input checked="" type="checkbox"/> 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料，每週 2 節	
<input type="checkbox"/> 其他相關工作 (請說明)：	

⁶ 根據教育局通告第8/2014號附件二及教育局通告第8/2020號第5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。

⁷ 教職員的人數以職位計算，負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。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。

⁸ 學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校的其他資源支付，請在第18項補充其他相關資料。

項目	全年預算開支
<input type="checkbox"/> 聘請全職不同種族的助理 _____ 名 ⁷ ，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 / 其他資料，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 _____ 0 _____ 節 <input type="checkbox"/> 協助教師安排共融活動 <input type="checkbox"/> 其他（請說明）： _____	不同種族的助理 薪金總計： _____ ⁸ 元
<input type="checkbox"/> 僱用專業服務以舉辦課後中文學習班（請簡述服務內容）： _____	_____ 元
<input type="checkbox"/> 購買 / 發展教學資源（請簡述相關資源及其用途）： 資源 _____ 用途 _____ 預算開支(元) _____	0 _____ 元

項目	全年預算開支
<input type="checkbox"/> 建立文化共融的學習環境： <input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）： _____ <input type="checkbox"/> 僱用專業服務以舉辦共融活動（請簡述服務內容）： _____ <input type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 _____ 項 （請提供各項活動的名稱、主要內容及預算開支）： 活動名稱 _____ 內容 _____ 預算開支(元) _____	_____ 元 _____ 元 0 _____ 元
<input type="checkbox"/> 其他相關開支（請說明）： _____	_____ 元
全年預算總開支=	798,000 元 (C)
2022/23學年的預算結餘 [(A) + (B) - (C)] =	98,700 元 (D) ⁹
2022/23學年的預算結餘佔本學年額外撥款的百分比 [(D) ÷ (A) × 100%] =	12.04 %

⁹ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度元結時予以取消。

☐ 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。本校累積高水平額外撥款餘額的原因及改善建議如下：[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]

原因：

改善建議：

18. 本校會充分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，可填寫其他補充資料）

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」及第8/2020號有關「加強支援非華語學生的中文學與教新撥款安排」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。

校監簽署	:	
校監姓名	:	李崇德
統籌教師姓名	:	廖嘉儀
統籌教師電郵	:	kyliau@raimondi.edu.hk
學校名稱	:	高主教書院
學校電話	:	25222159
日期	:	2022 年 10 月 13 日

附錄 (閱讀能力)

非華語學生的學習表現

閱讀 (或聽字) 能力*

學校須因應非華語學生的中文學習表現及學習中文的年級，為他們安排相應程度的評估標準 (一般而論，入門階段的評估標準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標準適用於學習中文年級較短的非華語學生。)，並按有關的評估結果及「中國語文課程第二語言學習架構」為他們訂定適切的學習目標。

*請分別填寫非華語學生讀、寫、聽、說的學習情況。

#請按級別(即小一、小二.../中一、中二...)填寫該年級非華語學生的整體表現。

			2020/21學年 【有關資料從2020/21學校計劃匯入，以作參考】						2021/22學年 【有關資料從2021/22學校計劃匯入，以作參考】						2022/23學年								
就讀 年級	整體 表現	所得分數的百分比 (高、中、低能力組別所得分數的百分比以校本率則劃分，應可涵蓋0%-100%得分率的學生。)	採用有關評估工具的非華語學生人數					人數 (小計)	中等能力的非華語學生一般能閱讀的篇章	採用有關評估工具的非華語學生人數					人數 (小計)	中等能力的非華語學生一般能閱讀的篇章	採用有關評估工具的非華語學生人數					人數 (小計)	中等能力的非華語學生一般能閱讀的篇章
			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段		
中一#	高	80 % 或以上					約 0 人	約 100 字					約 0 人	約 200 字					約 0 人	約 100 字			
	中	60 % 至 79 %	1				約 1 人				2				約 2 人				約 0 人				
	低	59 % 或以下					約 0 人								約 0 人			4			約 4 人		
中二#	高	80 % 或以上			2		約 2 人	約 200 字			1		約 1 人	約 250 字			2		約 2 人	約 280 字			
	中	60 % 至 79 %			2		約 2 人						約 0 人				1		約 1 人				
	低	59 % 或以下			2		約 2 人						約 0 人						約 0 人				
中三#	高	70 % 或以上			2		約 2 人	約 250 字				2	約 2 人	約 280 字					約 0 人	約 0 字			
	中	50 % 至 69 %			4		約 4 人					3	約 3 人						約 0 人				
	低	49 % 或以下			1		約 1 人						約 0 人						約 0 人				
中四#	高	0 % 或以上			1		約 1 人	約 300 字				2	約 2 人	約 300 字				2	約 2 人	約 300 字			
	中	% 至 %			2		約 2 人					4	約 4 人					3	約 3 人				
	低	% 或以下					約 0 人					1	約 1 人						約 0 人				
中五#	高	70 % 或以上			2		約 2 人	約 300 字					1	約 1 人	約 350 字					約 0 人	約 350 字		
	中	50 % 至 69 %			3		約 3 人						1	約 1 人					3	約 3 人			
	低	49 % 或以下			1		約 1 人						1	約 1 人					1	約 1 人			
中六#	高	60 % 或以上					約 0 人	約 字					2	約 2 人	約 380 字				1	約 1 人	約 380 字		
	中	40 % 至 59 %					約 0 人						3	約 3 人					2	約 2 人			
	低	39 % 或以下					約 0 人						1	約 1 人						約 0 人			
			共約 23 人						共約 24 人						共約 19 人								

附錄 (寫作能力)

非華語學生的學習表現
寫作 (或寫字) 能力*

學校須因應非華語學生的中文學習表現及學習中文的年級，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。) 並按有關的評估結果及「中國語文課程第二語言學習綱要」為他們訂定適切的學習目標。

*請分別填寫非華語學生高、中、低、配的學習情況。

#請按級別(國小一、小二.../中一、中二...)填寫該年級非華語學生的整體表現。

			2020/21學年 【有關資料從2020/21學校計劃匯入，以作參考】					2021/22學年 【有關資料從2021/22學校計劃匯入，以作參考】					2022/23學年								
就讀 年級	整體 表現	所得分數的百分比 (高、中、低能力組 別所得分數的百分 比以校本準則劃分， 應可涵蓋0%-100% 得分率的學生。)	採用有關評估工具的 非華語學生人數				人 數 (小計)	中等能力的 非華語學生 一般能寫作的 篇章	採用有關評估工具的 非華語學生人數				人 數 (小計)	中等能力的 非華語學生 一般能寫作的 篇章	採用有關評估工具的 非華語學生人數				人 數 (小計)	中等能力的 非華語學生 一般能寫作的 篇章	
			入門 階段	第一 學習 階段	第二 學習 階段	第三 學習 階段			第四 學習 階段	入門 階段	第一 學習 階段	第二 學習 階段			第三 學習 階段	第四 學習 階段	入門 階段	第一 學習 階段			第二 學習 階段
中一#	高	70 % 或以上					約 0 人	約 100 字						約 0 人	約 120 字					約 0 人	約 40 字
	中	50 %至 69 %	1				約 1 人				2			約 2 人					約 0 人		
	低	49 % 或以下					約 0 人							4			約 4 人				
中二#	高	70 % 或以上		2			約 2 人	約 180 字			1			約 1 人	約 200 字		2			約 2 人	約 280 字
	中	50 %至 69 %	2				約 2 人							1			約 1 人				
	低	49 % 或以下	2				約 2 人										約 0 人				
中三#	高	70 % 或以上			2		約 2 人	約 250 字				2		約 2 人	約 280 字					約 0 人	約 0 字
	中	60 %至 69 %		4			約 4 人					3		約 3 人				約 0 人			
	低	59 % 或以下		1			約 1 人							約 0 人							
中四#	高	% 或以上			1		約 1 人	約 250 字				2		約 2 人	約 300 字			2		約 2 人	約 300 字
	中	%至 %		2			約 2 人					4		約 4 人				3		約 3 人	
	低	% 或以下					約 0 人					1		約 1 人						約 0 人	
中五#	高	70 % 或以上			2		約 2 人	約 280 字					1	約 1 人	約 350 字					約 0 人	約 300 字
	中	60 %至 69 %		3			約 3 人						1	約 1 人				3		約 3 人	
	低	59 % 或以下		1			約 1 人						1	約 1 人				1		約 1 人	
中六#	高	60 % 或以上					約 0 人	約 字					2	約 2 人	約 380 字				1	約 1 人	約 300 字
	中	50 %至 59 %					約 0 人						3	約 3 人				2		約 2 人	
	低	49 % 或以下					約 0 人						1	約 1 人						約 0 人	
			共約 23 人					共約 24 人					共約 19 人								

附錄 (聆聽能力)

非華語學生的學習表現
聆聽能力*

學校須因應非華語學生的中文學習表現及學習中文的年數，為他們安排相應程度的評估課程（一般而言，入門階段的評估課程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程適用於學習中文年期較短的非華語學生。），並按有關的評估結果及「中國語文課程第二語言學習架構」為他們訂定適切的學習目標。

*請分別填寫非華語學生低、高、聽、說的學習情況。

#請按級別(即小一、小二.../中一、中二...)填寫該年級非華語學生的整體表現。

			2020/21學年 【有關資料從2020/21學校計劃匯入，以作參考】					2021/2022學年 【有關資料從2021/22學校計劃匯入，以作參考】					2022/23學年					
就讀 年級	整 體 表 現	所得分數的百分比 (高、中、低能力組別 所得分數的百分比以校本 準則劃分，應可涵蓋0%-100% 得分率的學生。)	採用有關評估工具的非華語學生人數				人 數 (小計)	採用有關評估工具的非華語學生人數				人 數 (小計)	採用有關評估工具的非華語學生人數				人 數 (小計)	
			入 門 階 段	第一 學 習 階 段	第二 學 習 階 段	第三 學 習 階 段		第四 學 習 階 段	入 門 階 段	第一 學 習 階 段	第二 學 習 階 段		第三 學 習 階 段	第四 學 習 階 段	入 門 階 段	第一 學 習 階 段		第二 學 習 階 段
中一#	高	%或以上					約 0 人					約 0 人						約 0 人
	中	%至 %		1			約 1 人			2		約 2 人						約 0 人
	低	%或以下					約 0 人					約 0 人			4			約 4 人
中二#	高	%或以上		2			約 2 人			1		約 1 人			2			約 2 人
	中	%至 %		2			約 2 人					約 0 人			1			約 1 人
	低	%或以下		2			約 2 人					約 0 人						約 0 人
中三#	高	%或以上			2		約 2 人				2	約 2 人						約 0 人
	中	%至 %			4		約 4 人				3	約 3 人						約 0 人
	低	%或以下			1		約 1 人					約 0 人						約 0 人
中四#	高	%或以上			1		約 1 人				2	約 2 人				2		約 2 人
	中	%至 %			2		約 2 人				4	約 4 人				3		約 3 人
	低	%或以下					約 0 人				1	約 1 人						約 0 人
中五#	高	%或以上			2		約 2 人					1	約 1 人				2	約 2 人
	中	%至 %			3		約 3 人					2	約 2 人				2	約 2 人
	低	%或以下			1		約 1 人					約 0 人						約 0 人
中大#	高	%或以上					約 0 人					2	約 2 人				1	約 1 人
	中	%至 %					約 0 人					3	約 3 人				2	約 2 人
	低	%或以下					約 0 人					1	約 1 人					約 0 人
			共約 23 人					共約 24 人					共約 19 人					

附錄 (配額能力)

非華語學生的學習表現
說話能力*

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程（一般而言，入門階段的評估課程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程適用於學習中文年期較短的非華語學生。），並按有關的評估結果及「中國語文課程第二語言學習報表」為他們訂定適切的學習目標。

*請分別填寫非華語學生低、高、中、低的學習情況。

※請按級別(即小一、小二.../中一、中二...)填寫該年級非華語學生的整體表現。

			2020/21學年 【有關資料從2020/21學校計劃匯入，以作參考】					2021/2022學年 【有關資料從2021/22學校計劃匯入，以作參考】					2022/23學年						
就讀年級	整體表現	所得分數的百分比 (高、中、低能力組別所得分數的百分比以校本準則劃分，應可涵蓋0%-100%得分率的學生。)	採用有關評估工具的非華語學生人數					採用有關評估工具的非華語學生人數					採用有關評估工具的非華語學生人數						
			入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段	人數(小計)	入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段	人數(小計)	入門階段	第一學習階段	第二學習階段	第三學習階段	第四學習階段
中一#	高	%或以上					約 0 人						約 0 人						約 0 人
	中	%至 %		1			約 1 人			2			約 2 人						約 0 人
	低	%或以下					約 0 人						約 0 人			4			約 4 人
中二#	高	%或以上		2			約 2 人			1			約 1 人			2			約 2 人
	中	%至 %		2			約 2 人						約 0 人			1			約 1 人
	低	%或以下		2			約 2 人						約 0 人						約 0 人
中三#	高	%或以上			2		約 2 人				2		約 2 人						約 0 人
	中	%至 %			4		約 4 人				3		約 3 人						約 0 人
	低	%或以下			1		約 1 人						約 0 人						約 0 人
中四#	高	%或以上			1		約 1 人				2		約 2 人				2		約 2 人
	中	%至 %			2		約 2 人				4		約 4 人				3		約 3 人
	低	%或以下					約 0 人				1		約 1 人						約 0 人
中五#	高	%或以上			2		約 2 人					1	約 1 人					2	約 2 人
	中	%至 %			4		約 4 人					2	約 2 人					1	約 1 人
	低	%或以下					約 0 人						約 0 人					1	約 1 人
中六#	高	%或以上					約 0 人					2	約 2 人					1	約 1 人
	中	%至 %					約 0 人					3	約 3 人					2	約 2 人
	低	%或以下					約 0 人					1	約 1 人						約 0 人
			共約 23 人					共約 24 人					共約 19 人						

VIII. BUDGET SUMMARY

(A)	Expended Operating Expenses Block Grant (EOEBG)		
	1. Administration	\$5,391,950.00	
	2. Curriculum	\$356,600.00	
	3. Co-curricular Activities	\$25,000.00	
	4. Student Affairs	\$13,000.00	
	5. General Affairs	<u>\$600,000.00</u>	\$6,373,550.00
(B)	Capacity Enhancement Grant (CEG)		
	1. Employment of additional staff	\$459,180.00	
	2. Hire of instructors	<u>\$221,200.00</u>	\$680,380.00
(C)	Diversity Learning Grant		\$69,000.00
(D)	Composite Furniture & Equipment Grant (CFEG)		\$397,000.00
(E)	Composite IT Grant (CITG)		\$469,000.00
(F)	Small Class Teaching – TRG Freezing		\$3,203,220.00
(G)	Service Centre Subsidy for Student Activities		\$11,250.00
(H)	Senior Secondary Curriculum Support Grant		\$252,000.00
(I)	Learning Support Grant		\$399,000.00
(J)	Non-Chinese Speaking Students Grant		\$862,480.00

Prepared by:

Endorsed by:

Mr. Larry Yeung S. T.
Principal

Mr. Peter S. T. Lee
Supervisor

Date: 17 October 2022