

# **RAIMONDI COLLEGE SECONDARY SECTION**



## **SCHOOL REPORT**

### **2021 – 2022**

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## **1. Brief Introduction of the School**

### **1.1 School Mission Statement**

Our College shares the universal mission of Catholic Schools in the education of the whole person.

Consistent with the school motto “*In Constantia Fortitudo*”, we shall guide our students to persevere in their quest for knowledge and help students build their character, develop their potential and their sense of commitment towards the community at large.

It is the school’s hope that all students and members of staff experience the spirit of love and the teachings of the Gospel both through the curriculum and school life. 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.

### **1.2 Our School**

Our School, founded in 1958, was named after the first Vicar Apostolic of Hong Kong, Timoleone Raimondi (1874 – 1894). Raimondi College is a feeder school, with the majority of the Secondary 1 places taken up by pupils from our own Primary Section. The Secondary Section, which is aided, has 57 classrooms, 6 science laboratories, 1 multi-media learning centre, 2 computer rooms, 1 Geography room, 1 Music room, 1 Art room, 1 Counselling room, 1 student union room, 2 halls, 1 library, 1 studio, 1 gymnasium, 3 covered playgrounds and a basketball court. All rooms are air-conditioned. All classrooms and special rooms are equipped with both a LCD projector and a screen. WiFi900 was set up all over the school campus. Our Alumni Association was established in 1961, the Parent-Teacher Association in 1966 and the Student Union in 1969. The school started to admit female students in Secondary 6 & 7 in 2000 and became co-educational in 2008. Since 2014, small class teaching has been launched in S.1 and S.2.

### **1.3 School Management**

The sponsoring body of our school is “The Catholic Diocese of Hong Kong”.

School-based management was first implemented in 1996.

The Incorporated Management Committee (IMC) was established on 4 May 2015.

The Incorporated Management Committee

|                            |                             |
|----------------------------|-----------------------------|
| Supervisor:                | Mr. Lee Shung Tak, Peter    |
| SSB Manager:               | Rev. Chan Chi Ming, Dominic |
| SSB Manager:               | Ms. Lo Wing Kum, Louisa     |
| SSB Manager:               | Mr. Wan Yiu Chung, Paul     |
| SSB Manager:               | Mr. Yee Kin Wah, Joseph     |
| SSB Manager:               | Ms. Lam Chui Wan, Connie    |
| SSB Manager:               | Mr. Fan Hoi Kit, Alex       |
| Alternate SSB Manager:     | Ms. Lam Ngan Yin            |
| Ex Officio Manager:        | Mr. Yeung Sai Tak, Larry    |
| Independent Manager:       | Ms. Ng Choi Yuk, Theresa    |
| Parent Manager:            | Ms. Chan Ka Man, Vivien     |
| Alternate Parent Manager:  | Dr. Law Yuet Wing, Frank    |
| Teacher Manager:           | Mr. Lo Ka Shing, Roger      |
| Alternate Teacher Manager: | Mr. Chung Man Ngai, Danny   |
| Alumni Manager:            | Mr. Sun Tao Hung, Stanley   |

## 1.4 Class Structure

|                 |                               |     |     |     |     |    |       |
|-----------------|-------------------------------|-----|-----|-----|-----|----|-------|
| Secondary       | 1                             | 2   | 3   | 4   | 5   | 6  | Total |
| No. of classes  | 4                             | 4   | 4   | 4   | 4   | 4  | 24    |
|                 | Split into<br>5 small classes |     |     |     |     |    |       |
| Total Enrolment | 136                           | 116 | 125 | 115 | 110 | 97 | 699   |

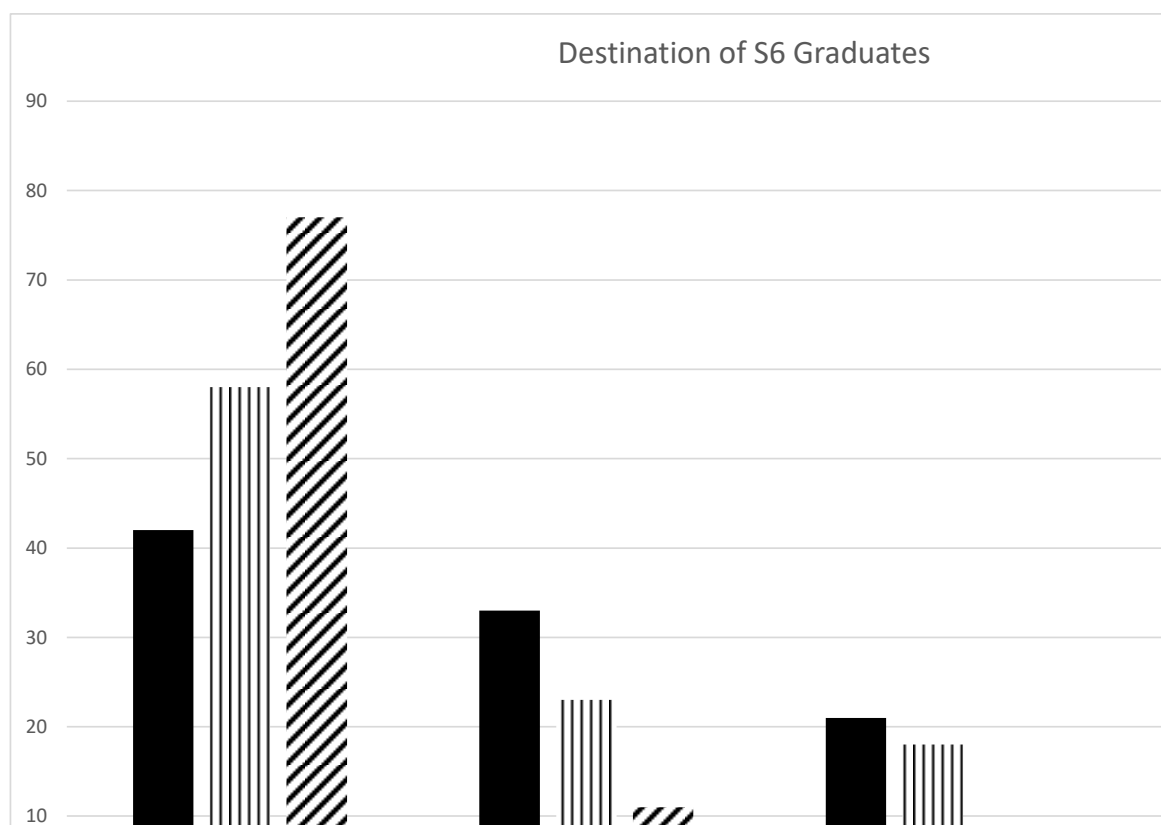
Total no. of teachers in 2021-2022: 60

## 2. Our Students

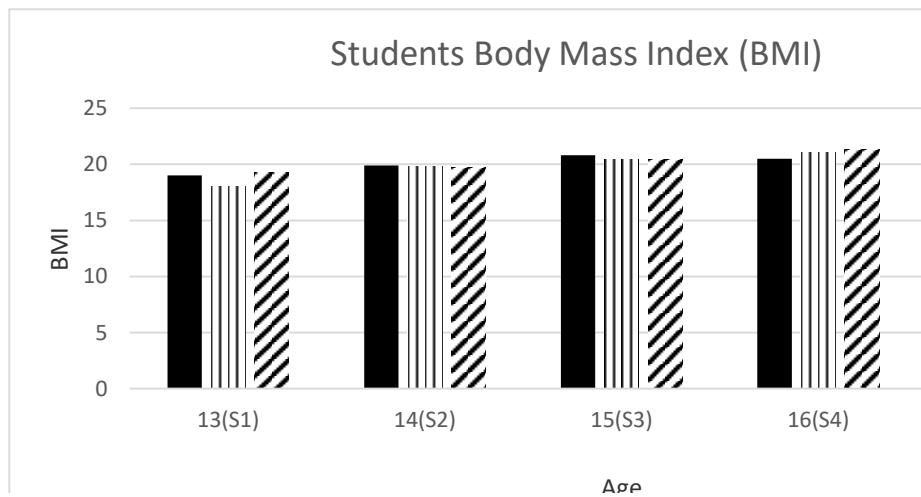
### 2.1 Students' Attendance

| S1    | S2    | S3    | S4    | S5    | S6    |
|-------|-------|-------|-------|-------|-------|
| 99.3% | 98.7% | 98.5% | 98.9% | 98.2% | 98.8% |

### 2.2 Destination of S.6 Graduates

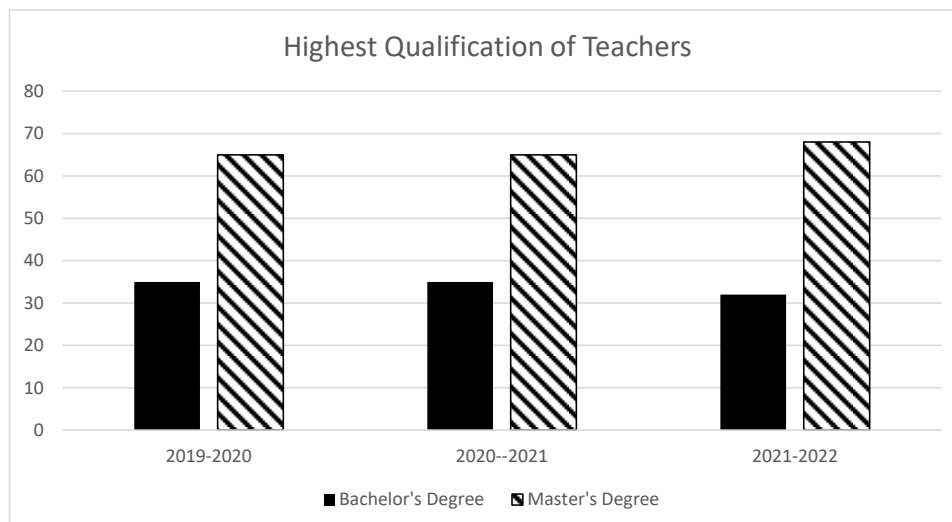


## 2.3 Students' Body Mass Index (BMI)

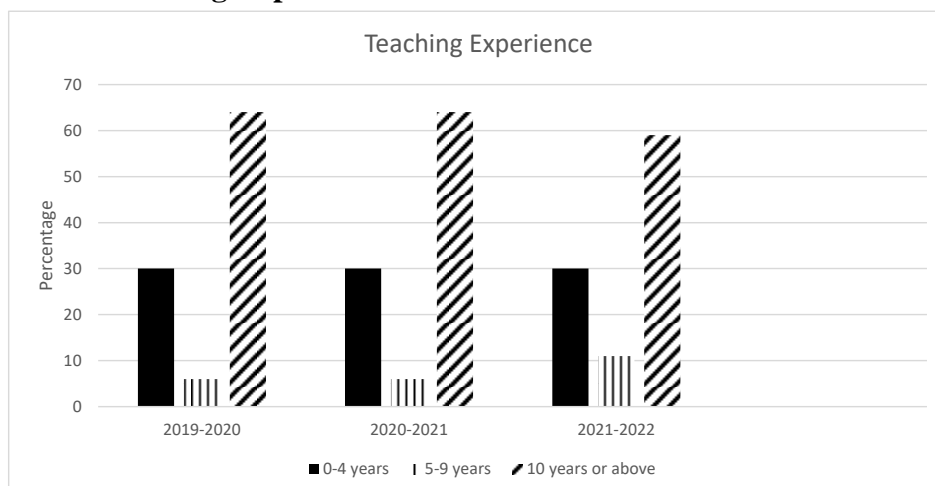


## 3. Our Teachers

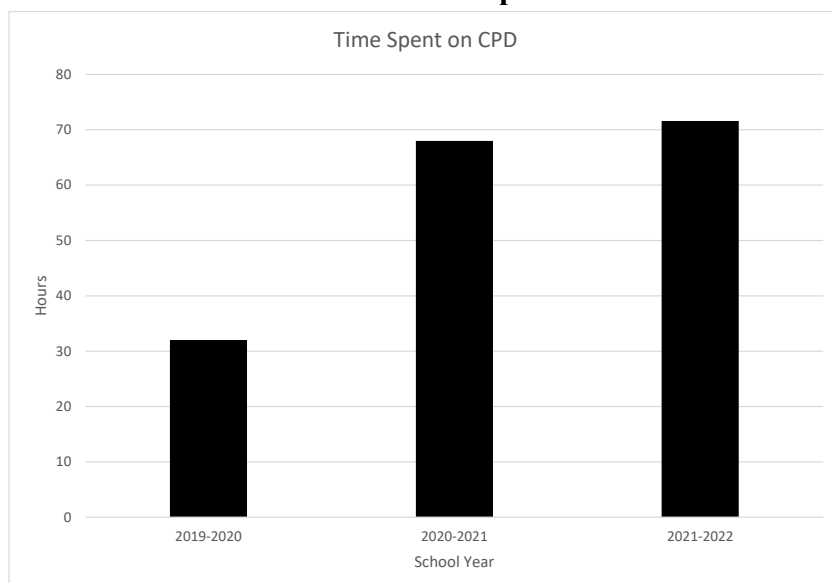
### 3.1 Teachers' Qualifications



### 3.2 Teaching Experience



### 3.3 Teachers' Professional Development



## 4. Major Concerns (Achievements and Reflection)

### 4.1 To create a student-centred e-learning environment to enhance learning effectiveness and language competencies

#### 4.1.1 Developing an interactive online environment that empowers learning beyond classrooms

##### (a) Developing an online environment for interactive learning beyond classrooms

- "Google Classrooms" have been created for each subject with lesson materials and assignments uploaded. Online lessons have been conducted via "Google Meet".
- Apart from Google Classroom and other Google applications, online platforms including "Formative" and "Edpuzzle" have been extensively used by teachers in devising online learning activities.
- Online self-learning resource banks have been established for all subjects. Together with the self-regulatory learning project implemented across the S.1 - S.3 curricula, students will eventually transform from teacher-dependent learners to self-regulatory learners.
- The flipped classroom learning model has been adopted. School-based teaching videos have been produced and uploaded to "Edpuzzle", embedded with interactive checkpoints for students to prepare for lessons at home.
- Online assignments have been uploaded to "Formative". The platform allows real-time monitoring of students' progress. It can also grade students' tasks automatically and provide instant feedback.

##### (b) S.1-S.3 Self-Regulatory Learning Project

- Teachers of S.1 Chinese Language, S.2 Integrated Science and S.3 Life & Society participated in the Self-Regulatory Learning Project for Junior Secondary Students in collaboration with the University of Hong Kong and the Chinese University of Hong Kong.
- During the one-year project, teachers met with the experts regularly. The project included the following components:
  - ✓ Common lesson preparation
  - ✓ Lesson observation
  - ✓ Lesson studies
  - ✓ Presentation of outcomes and findings
- Through the project, teachers developed pedagogies that could engage students in self-reflection of their learning. Assessment methods have also been refined to nurture students' self-directed learning habits.

(c) Promoting self-motivated learning among students through Systematic Analysis of Assessment Data

- The Student Data Analysis System (SDAS) has been in use. Assessment data for the last ten years have been stored. The system not only analyses and provides statistics on the assessment data it also predicts students' performance in the Hong Kong Diploma of Secondary Education (HKDSE). As a web-based platform, it allows proactive access to data for panel heads and other stakeholders.
- The Academic Improvement Team collected and analysed external (e.g. HKDSE results, pre-S.1 Attainment Test results, TSA results, value-added scores) and internal (continuous assessment, uniform tests and examinations) assessment data and devised follow-up actions, including:
  - ✓ encouragement from the Principal and Student Support Committee members as well as individualised counselling
  - ✓ remedial programmes and enrichment programmes for core subjects
  - ✓ subject-based enhancement programmes
  - ✓ a language support programme for S.1 students with difficulties in learning

(d) Teachers as a learning community

- A resource website has been established to allow the sharing of resources and pedagogies.
- The E-learning Support Team gathered information on the use of information technology across different KLA/subjects to identify teachers' needs.
- The School participated in two EDB school-based support programmes, for English Language and Mathematics respectively.
  - ✓ **English Language:** "To strengthen the holistic planning of the school-based English Language curriculum by developing a balanced school-based curriculum with horizontal coherence and vertical progression."
  - ✓ **Mathematics:** "To develop school-based curriculum to cater for the diverse needs of students (e.g. the learning needs of gifted students with SEN and NCS students) in learning Mathematics."

Details are as follows:

| Subject          | Programme Focus               | Details   |
|------------------|-------------------------------|---|
| English Language | Curriculum Development        | <ul style="list-style-type: none"><li>• Four S.2 English teachers</li><li>• Four meetings with members of the EDB support team (8 hours)</li><li>• Collaborative lesson preparation</li><li>• Lesson observation</li></ul>    |
| Mathematics      | Cater for Learners' Diversity | <ul style="list-style-type: none"><li>• Five S.3 Mathematics teachers</li><li>• Six meetings with members of the EDB support team (9 hours)</li><li>• Collaborative lesson preparation</li><li>• Lesson observation</li></ul> |

4.1.2 Strengthening students' language proficiency by fortifying their reading across the curriculum

(a) Cultivating reading habits through promoting the joy of reading

- To further promote reading habits, the recurrent Promotion of Reading Grant has been progressively used for the procurement of printed books and ebooks in Chinese and English, subscription to web-based reading schemes, newspapers and magazines, as well as a variety of reading activities.
- Library visits were arranged during Chinese Language, English Language, Chinese History, History and Religious Studies lessons to encourage reading and exploration.
- To help students discover and share the joy of reading, a reading session was held for S.4 students. Most students agreed that the activities further enhanced their reading skills.
- To safeguard national security, random checks on library books were conducted by the school librarian to ensure the collections were in compliance with the relevant laws.

- The Drop Everything And Read (DEAR) Programme was suspended due to the implementation of the half-day special timetable. Writer's talks, book exhibitions, used book donation and bookcrossing were cancelled in consideration of social distancing and risk management.
- (b) Promoting reading during the pandemic
- Due to the suspension of face-to-face classes from late January 2022, subscription to SCMP E-paper was activated for teachers and students. Students were encouraged to read newspapers online and complete follow-up tasks.
  - Book-sharing videos, produced by teachers and students, were uploaded to the school website to promote a strong reading culture.
- (c) Improving the effectiveness in learning other subjects in English
- The Language Across the Curriculum (LAC) Team collaborated with the Department of Life & Society to review and implement LAC content for S.1 students.
  - Elite students were recruited from S.4 as student-teachers to conduct LAC lessons for 20 S.1 students who had unsatisfactory results in the First Term Test.
    - ✓ Training was given to student-teachers to conduct activity-based and interactive lessons. Three sessions were conducted where student-teachers utilized I.T. and small-group teaching to arouse interest and motivation towards learning English and Life & Society.
    - ✓ The lessons were well-received by S.1 students and many of them expressed their wish for a similar setting in the second term.
  - LAC teaching materials have been reviewed and will continue to be modified for future use.
  - The LAC Team will collaborate with the Student Affairs Mistress to support new S.1 students in the bridging course to be held in July 2022.
    - ✓ Teaching materials covering Life & Society, History, Geography, Integrated Science and English will be reviewed and modified to respond to students' needs.
- 4.1.3 Enhancing students' potential in innovation through revamping the STEM curriculum
- (a) Upgrading the school infrastructures to meet the requirements of the rapidly-developing STEM curriculum
- Two computer rooms have been renovated with upgraded facilities, funded by the QEF
    - ✓ The Innovative lab, converted from the Multimedia Learning Centre (MMLC), has been equipped with laptop computers and movable benches, facilitating STEM-related and group activities.
    - ✓ The newly renovated Senior Computer Room has been equipped with computers of better configuration, allowing execution of sophisticated 3D and VR tasks.
  - Additional access points have been installed to extend internet coverage and improve the data transmission bandwidth on campus, enabling STEM-related activities.
- (b) Refining the current curriculum to ensure acquisition of generic skills and STEM-related skills to solve authentic problems in a cross-curricular approach
- Curricula of S.1-S.3 Computer Literacy have been revised. Elements such as coding, 3D graphics as well as operation of 3D printers and laser cutters have been strengthened to enhance students' STEM ability.
  - Cross-curricula projects were conducted in junior form during Integrated Science and Computer Literacy lessons. Students applied their knowledge and skills to solve authentic STEM-related problems.
  - To stretch our students' potential in innovation, a fun day with game stalls was proposed to showcase innovative products of S.3 students from cross-curricula projects. The project was cancelled due to the suspension of face-to-face lessons during March and April 2022.



(c) Unleashing students' potential in science and technology

- Training was been provided for selected junior form students in preparation for local and international science and technology competitions.
- Selected senior form students were also encouraged to participate in competitions. They achieved remarkable results in International Chemistry Quiz, International Physics Olympiad and International Biology Olympiad.

#### 4.1.4 Reflection

Teachers strive to offer help our students despite limitations and restrictions of the pandemic. Apart from online lessons conducted via Google Meet, teachers have produced school-based online teaching videos with interactive questions to engage students' learning after lessons. Instant feedback provided by online platforms effectively consolidate students' learning.

Analyses of assessment data is always an essential tool to monitor students' progress and identify individual needs. The cooperation between the Academic Improvement Team and the Students Support Committee greatly benefits academic development in different aspects. Statistics of students' performance not only serve as formative assessment data, but also act to help students develop into reflective learners. We will continue to create an interactive online environment that empowers students to learn beyond classrooms, encouraging them to become self-directed learners. In the near future, analyses will extend beyond academic results to include other performance parameters, informing more holistic student development.

Concerning the professional development of teachers, we have been focusing on e-Learning for some years and the solid foundation in Information Technology enables us to minimise disruption to teaching during the pandemic. We are set to transform pedagogies to better support students as self-directed learners.

Despite cancelled activities due to the pandemic, the School continued to strengthen students' language proficiency. Online reading has been promoted through the use of the e-library system as well as other online platforms. With the coordination of the School Reading Team and the Language-Across-the-Curriculum Team, departments of non-language subjects will continue to provide opportunities for students to use English in authentic contexts. Support programmes will assist junior form students who struggle to learn due to their English proficiency. The adaptation programme for pre-S.1 students will continue to help them to adapt to an EMI learning environment.

STEM development is another area of notable strength. Students have been able to acquire fundamental STEM knowledge and skills through Computer Literacy and Integrated Science as well as the cross-curricular STEM project. The S.3 science project further stretched students' innovation potential in solving STEM-related authentic problems. Selected senior form students obtained commendable results in a variety of international science competitions following systematic screening and training. The School will continue to upgrade our STEM infrastructure and review our curriculum to meet with the rapidly-changing educational landscape.

## **4.2 To nurture a positive outlook in students through values education programmes and experiential learning**

### 4.2.1 Intensifying positive thinking in students through spiritual formation and life planning education

#### (a) Religious Cultivation

- “Using mindfulness to develop students’ positive values of life and build a caring community”
- To promote spiritual literacy among students, teachers as well as parents, a joint project financed by the Quality Education Fund was organized by eight Catholic Diocesan secondary schools. With the themes of ‘self-realisation’ and ‘self-devotion’, a wide variety of activities were held, including spiritual education lessons and experiential learning activities for S.1 students, training for teachers and parents, staff development day and social services by students’ families.

- (b) Promoting the core values of Catholic Education and Chinese virtues: namely “Love”, “Perseverance” and “Integrity” through various programmes and activities of Life Planning Education. This year’s theme is 「心存仁愛 力行堅毅 恪守誠信」
- Two banners have been hung on campus to remind students of the theme of the year, “心存仁愛 力行堅毅 恪守誠信”, as well as Love, Unity and Perseverance.
  - S.1 Orientation Day
    - ✓ It was organized for S.1 parents and students to help familiarize them with the culture and ethos of Raimondi College as well as the major concerns for 2021-2024.
    - ✓ It also aimed to encourage home-school cooperation and the sharing of core values. Parents and students were informed of the core values, “Love, Perseverance and “Integrity”, for 2021 – 2024.
- (c) Life Planning Education (LPE)
- To reflect the core values of 2021 – 2024, “Love, Perseverance and Integrity”, this year’s theme is 心存仁愛 力行堅毅 恪守誠信. Through collaboration of the Student Support Committee (SSC) and class teachers, formal and informal curricula for Life Planning Lessons have been implemented this school year.
- (i) National Security Education
- To promote national education and enhance students’ sense of national identity, relevant learning resources have been incorporated into the curriculum.
  - A board display regarding the 918 Incident was organized by the Chinese and Foreign Culture Club from 14 to 29 September 2021. It reminded students of the tragic historic event in 1931 and taught them the importance of peace. Students were encouraged to respond to the display. More than one hundred positive comments were received through Google Classroom. Most students reflected on their learning and understanding of the contemporary history of China and were inspired to embrace the peaceful environment that we live in.
  - Board displays on “Origin of National Day of the People’s Republic of China” and “China’s latest achievements in Space Industry” were arranged from 30 September to 8 October 2021 for the celebration of the 72<sup>nd</sup> Anniversary of the Founding of the People’s Republic of China.
  - During music lessons, S.1 students were taught to sing the national anthem, its history and spirit, as well as to observe the etiquette when playing and singing the national anthem.
  - Students participated in various online competitions regarding the Basic Law, National Security Education and the National Constitution. The participation rate was high and certificates of merit were received.
  - Portable flagpoles have been purchased for weekly indoor flag-hoisting ceremonies from January 2022 onwards. Boy scouts have been trained to raise the flag and all students and staff have been reminded of the related etiquette.
  - Teachers of different Key Learning Area (KLAs) delivered speeches regarding National Security Education and Chinese culture during flag-hoisting ceremonies.
- (ii) S.1 Workshops on “My Assets”
- The workshop facilitated students’ understanding of their own assets –attitude, skill and knowledge (ASK). Students learnt to compile their own “Map of Life Planning” based on their assets in a post-workshop session, which would be useful for future studies and career.

(iii) Experiential Learning for S.3 and S.5

- In collaboration with the Department of Religious Studies (R.S.), a visit to the Dialogue in the Dark Experiential Exhibition would be arranged for S.3 and S.5 after the final examination.
- Prior to the visit, students experienced difficulties for not being able to see and learn to value the blessings and grace from God during R.S. lessons. Students appreciated the beauty of darkness through multi-media exhibits.
- Students would learn to rethink their lifestyle - protection of their eyes, self-management regarding time spent on online games as well as respect and concern for the blind.

(d) Positive Education sponsored by Quality Education Fund – My Pledge to Act:

**FUN 享正能量**

- A whole-school programme on positive education, “FUN 享正能量”, sponsored by the Quality Education Fund, has been launched to cultivate resilience and positive attitudes among students through different themes and activities across all forms.
- To help develop students into good citizens, the Moral & Civic Education Team and other teams from the Student Support Committee promoted values education through cultivating the ten priority values and attitudes outlined by the EDB - Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy and Diligence.
- Posters with inspiring and positive quotes have been hung around campus to enrich a positive school environment.

4.2.2 Developing students’ leadership skills and self-management abilities through serving the school and the community

(a) S.1 Adaptation Programme

- Collaborating with Student Support sub teams, class teachers and social workers, the programme was launched from 16 to 18 August 2021. Programmes included religious, learning and extra-curricular activities.
- With the concerted efforts of SSC teachers, class teachers and social workers, all S.1 students were interviewed. Information on adaptation to the new learning environment was collected. Advice and encouragement were given.

(b) Service-Learning Day for S.1 and S.2

- S.1 students engaged in sustainable organic farming in Yuen Long and learnt about environmental protection. Produce was collected and distributed to families in need through arrangements of Caritas.
- S.2 students attended a talk on “Understanding Autism”, delivered by Educational Psychologist, Ms. Avie Lam, followed by a workshop titled “Wall Painting with Autistic Teenagers”. Paintings were hung along the corridors outside S.2 classrooms. The five core values of Catholic Education and positive slogans were included in the paintings.

(c) S.4 Outward Bound Leadership Training Camp (2 to 5 September 2021)

- All S.4 students attended the 4-day training camp, activities ranged from the high rise to the sea. Students practised leadership, communication and problem-solving skills.
- Students experienced the importance of team work and the core values, Love, Perseverance and Integrity.
- Praises were received from the Outward Bound trainers and teachers. All students received a Certificate of Completion. Positive comments were also received.

(d) S.4 Programme – A New You

- Through collaboration of the Academic Team, Guidance Team, MCET and Student Affairs Team, a talk on preparation for new challenges and DSE was organized for S.4 students.
- Students were reminded to be aware of their well-beings and to balance studies with extra-curricular activities.

(e) Leadership Training for Guidance Prefects (S.3 – S.5)

- Leadership training for Guidance Prefects included the values of Love, Perseverance and Integrity. Guidance Prefects were trained to help S.1 and S.2 students in the lunch revision programme, promoting an inclusive and supportive learning environment. They were also involved in promoting mental health on campus.
- (f) Green Prefect Programme
- To enhance students' environmental awareness and to build green habits on campus, the School joined the Green Prefect Programme organized by the Environmental Campaign and the EDB. A team of green prefects were trained and a series of environmental education activities were launched to help improve the School's environmental performance.
- (g) Strive for Excellence Handbook (S.1 – S.3)
- To develop students' self-management skills, they were required to record their study plans and goals on the handbook. Both teachers and parents contributed to the words of encouragement in the handbook.
  - It facilitated communication and cooperation between students, teachers and parents.
- (h) “GouDong” (高檔) at Chinese New Year Fair
- It was financially supported by the Raimondi Alumni Association. With the guidance from alumni, students practised entrepreneurial and problem-solving skills.
  - Due to the pandemic, students adopted online promotion and sale strategies.
  - The profit would be used to finance school development projects.
- 4.2.3 Encouraging students to explore diverse opportunities for learning and career aspirations through formal and informal curricula
- (a) Elective Selection for S.3 Students and Parents
- S.3 students might find the syllabus much more challenging and demanding than before. Students were taught to deal with stress and to transfer pressure into motivation, striving for excellence.
  - A Careers talk on elective selection was held in December 2021. Face-to-face consultation for students was held in May 2022.
- (b) The Careers and Life Education Team organized the “Linking Careers World to RC by alumni” for S.4 and S.5 students on 9 June 2022.
- Sixteen alumni from different fields shared their work experience and careers planning with students.
  - Students formed small groups and joined different talks according to their own interests and preferences.
- (c) For S.6
- (i) The S.6 Careers Talk on JUPAS Application and Programme Choice for students and their parents was held on 16 October 2021. Graduates from 2021 shared on preparation for the Hong Kong Diploma of Secondary Education Examination (HKDSE) and JUPAS choices. They provided first-hand information and answered questions from students and parents.
- (ii) Morale-Boosting and Thanksgiving Programme
- Part I (21 September 2021)
  - ✓ Words of encouragement from the Principal, Vice-Principals and class teachers were given to students. Mr. L. Yeung shared 2021 HKDSE results with S.6 students, encouraging them to focus on their studies and prepare well for the examination. A morale-boosting banner with messages of encouragement from the Principal, Vice-Principals and teachers was hung outside the S.6 corridor.
  - Part II (19 January 2022)
  - ✓ Students gave thanks to the Principal and teachers.
  - ✓ An online thanksgiving and prayer service was organized for S.6 students.
  - ✓ Seventy-five S.6 students and teachers attended the S.6 End-of-Year Prayer Service on 23 March 2022 through Zoom. The Prayer Service was presided by Rev. Michael Noh. He encouraged S.6 students to face difficulties courageously and blessed them.
- (iii) Mentorship Programme
- Each S.6 student was paired up with a subject teacher, the mentor.

- The mentor met their mentees regularly and gave advice on studies and preparation for JUPAS application as well as programme choices.
- (iv) Internship for Graduates 2022
- Four students applied for the Greater Area Internship Program organized by the Hong Kong Arts and Culture Development Center.

#### 4.2.4 Reflection

Our School adopts a comprehensive whole-school approach where various teams work together to advocate for the mental and psychological well-being of students, aiming to build a loving and caring campus. With the implementation of Quality Education Funded Projects (Spiritual Education and My Pledge to Act: Fun 享正能量), great emphasis has been placed on promoting positive education throughout the school year. Students learnt to strengthen relationships with others, build positive emotions, enhance personal resilience, promote mindfulness and pursue a healthy lifestyle.

Values education is an essential component of whole-person education. Grounded on the foundation of Catholic core values, we instill in our students an awareness of the importance of prioritized values and attitudes, in particular, “love”, “perseverance” and “integrity” through incorporation into our formal and informal curricula. The School’s major concern has been fulfilled through student support strategies. Students demonstrated the qualities of Raimondians, including perseverance, integrity, empathy and commitment through activities such as S.1 - 3 service learning projects, S.4 - 5 whole-form leadership training programme (Outward Bound Training), S.4 A New You Programme and various cross-curricular life planning activities. The targeted virtues strengthened students’ character, sharpened their leadership and problem-solving skills as well as boosted their courage and perseverance in face of challenges and difficulties. This echoes with our school motto, In Constantia Fortitudo.

In addition, the Careers and Life Planning Committee supports students with career guidance on multiple pathways through a well-structured mentorship programme for senior students. In the coming year, we will move forward and launch a school-based life planning curriculum starting from S.1 to help students explore their aptitudes and career goals at an earlier stage.

To provide more individualized care, class teachers connect with parents regularly through Sunshine Calls and contact students directly to understand their needs. We also cooperate with parents, alumni and the community to promote and maintain a safe, healthy and caring environment for quality education. The Parent-Teacher Association actively promotes home-school cooperation through an array of activities and workshops despite the pandemic. With an alumni network that extends overseas, the Raimondi Alumni Association supports current students through mentorship, careers talks, workplace attachment programmes and donations.

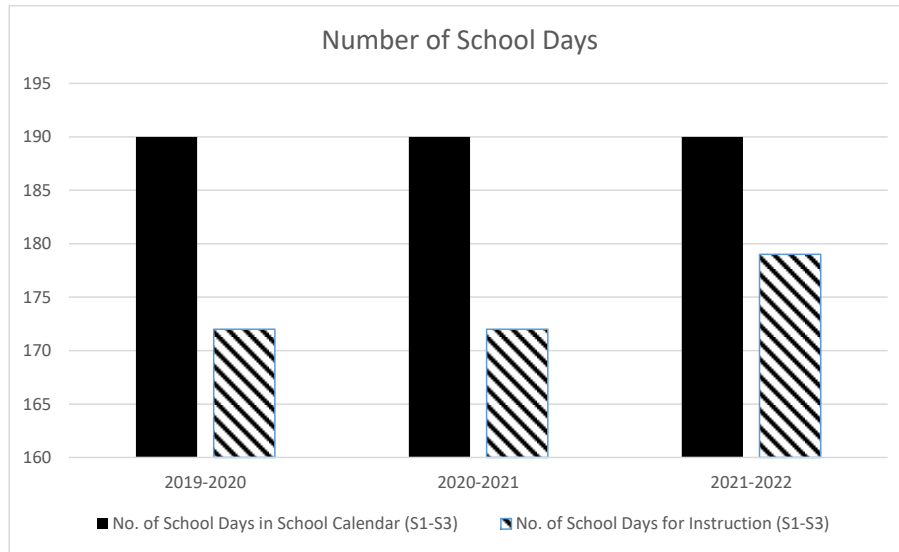
We value all-round and well-balanced student development, encouraging them to pursue excellence in their respective interests and realize their full potential. Under special circumstances of the past year, inter-school competitions were conducted online, including Speech Festival, Music Festival, Drama Festival, Debates and STEM-related competitions. Our students were able to adapt and improvise, demonstrating their talents in different areas.

Owing to the COVID-19 pandemic, face-to-face lesson time has been significantly reduced and school activities such as school picnic, sports day and experiential learning activities were suspended or cancelled. It is hoped that these activities would be rearranged when the pandemic eases. In addition, to develop students’ understanding on opportunities ahead and broaden their horizons, the School will incorporate entrepreneurial spirit and financial education into the planning of formal and informal curricula for the coming years.

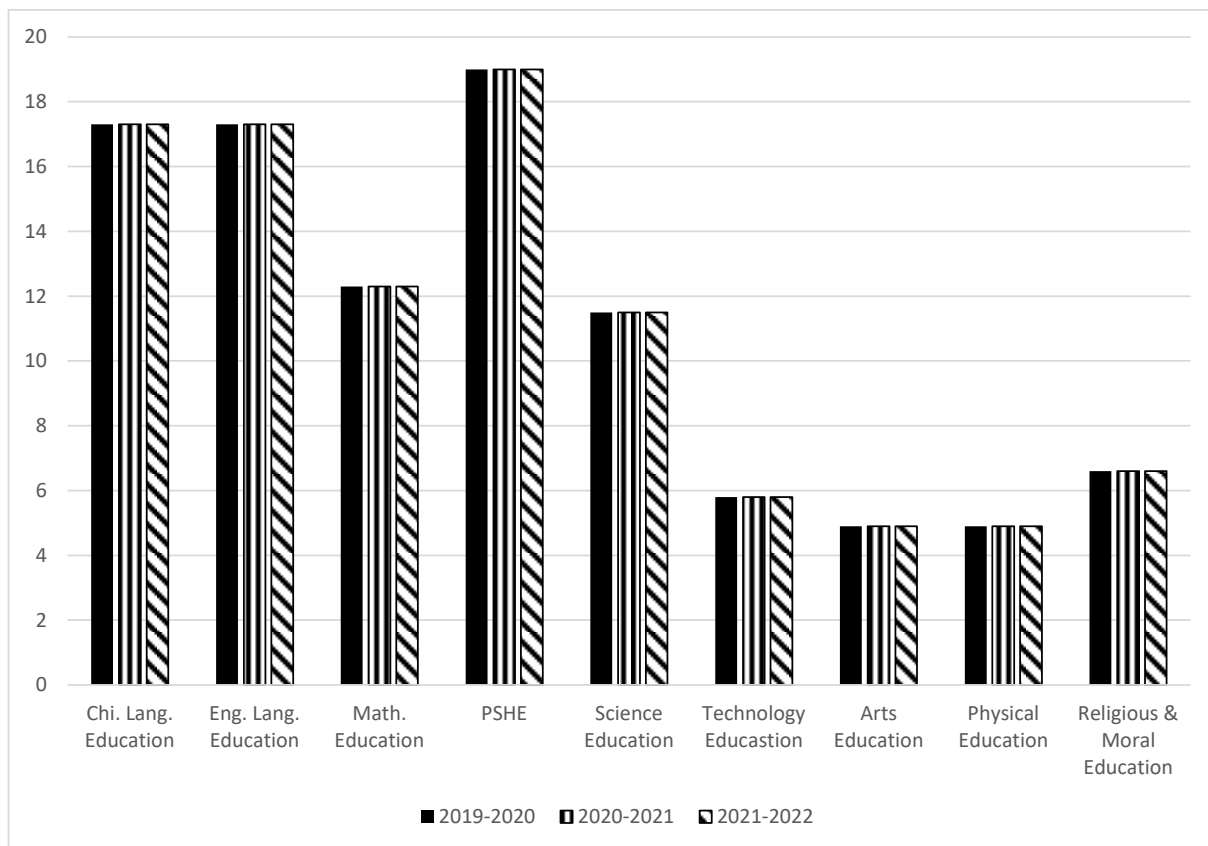
Our school is celebrating the 65<sup>th</sup> Anniversary in the coming school year. We will continue to uphold the essence of our school motto as well as our school mission and sustain excellence to aspire to greater heights.

## 5. Learning and Teaching

### 5.1 Number of Active School Days

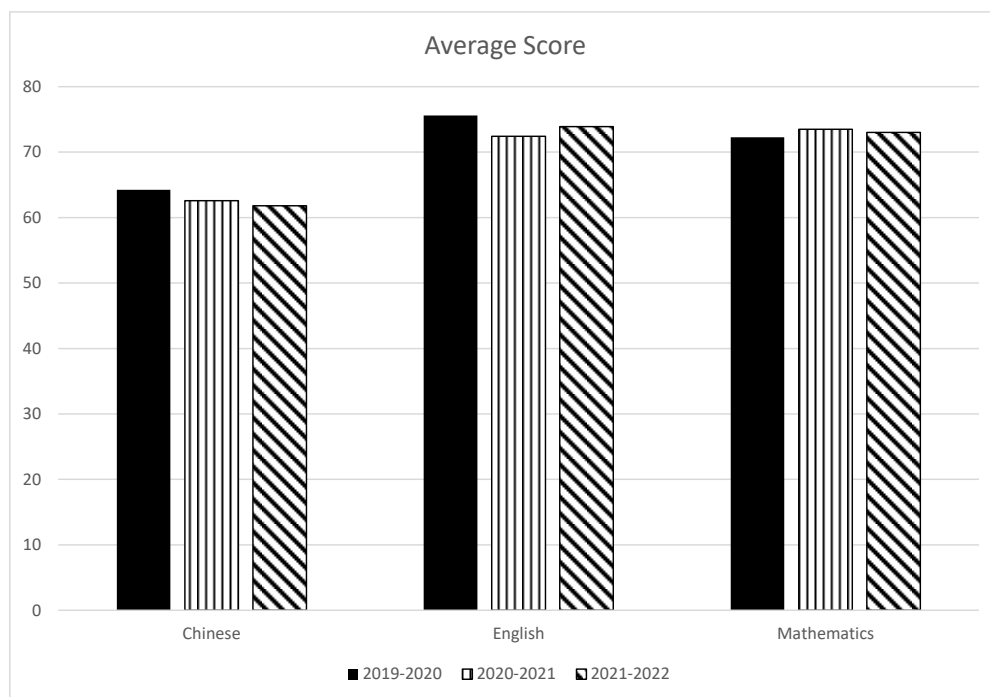


### 5.2 Lesson Time for the 8 Key Learning Areas, Religious & Moral Education

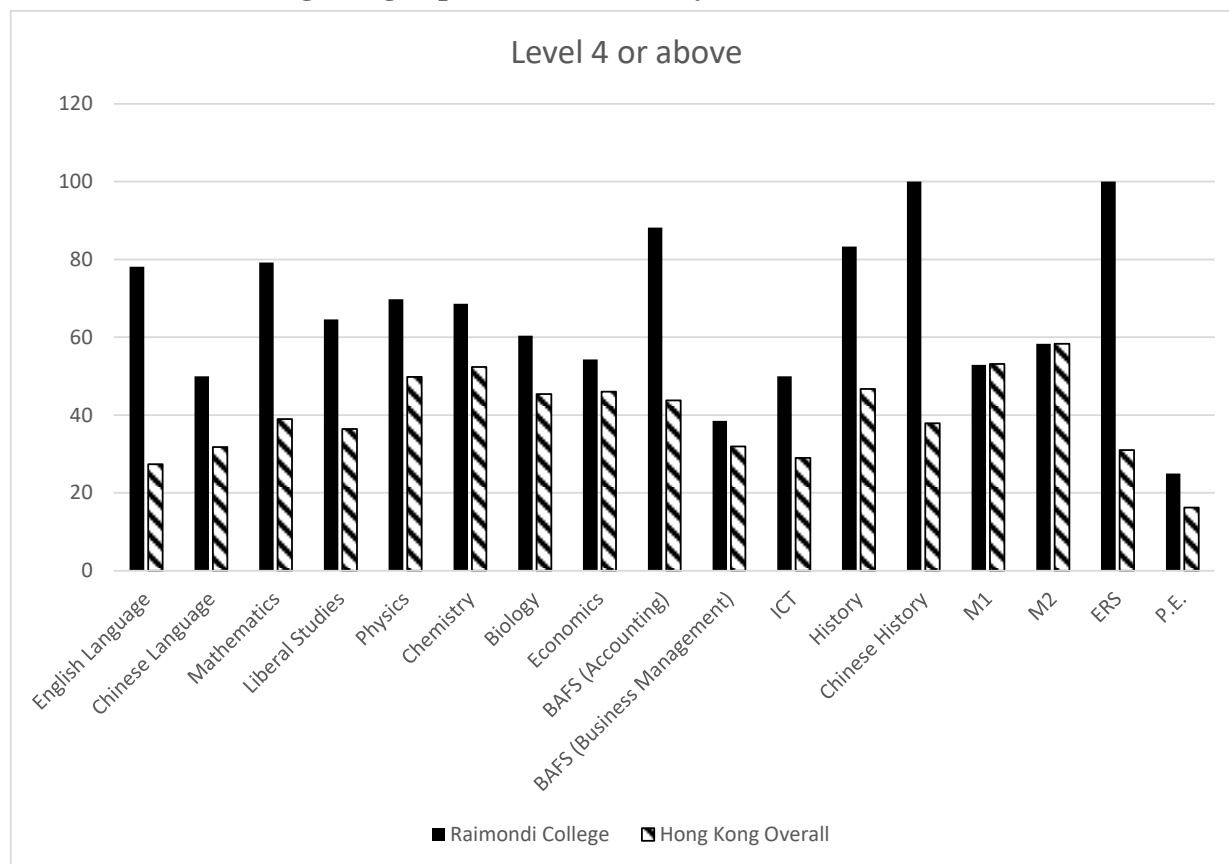


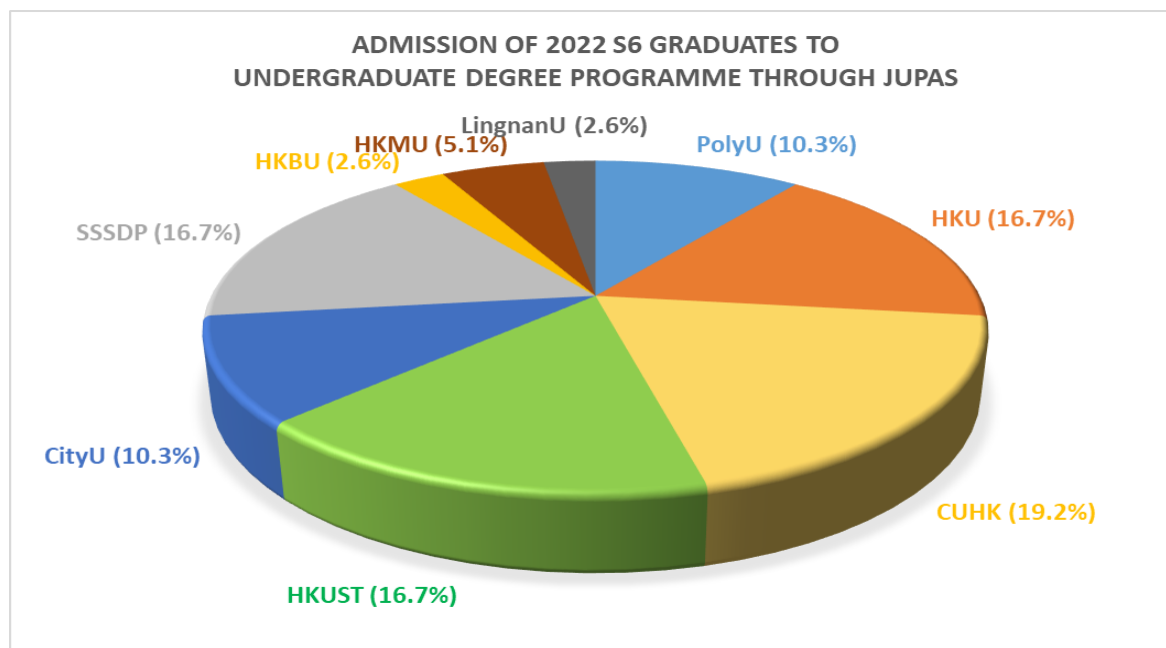
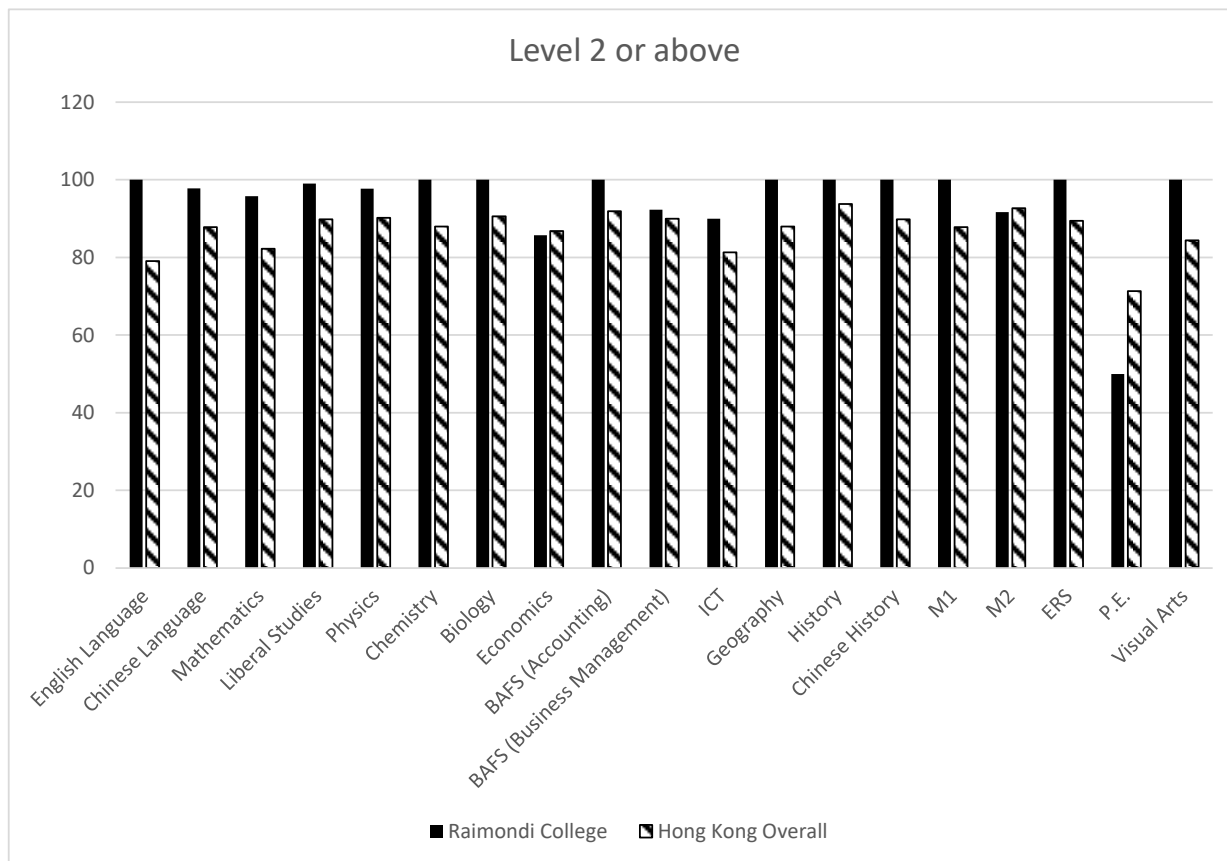
## 6. Student Performance

### 6.1 HKAT (Pre-S1)



### 6.2 2021 Hong Kong Diploma of Secondary Education Examination

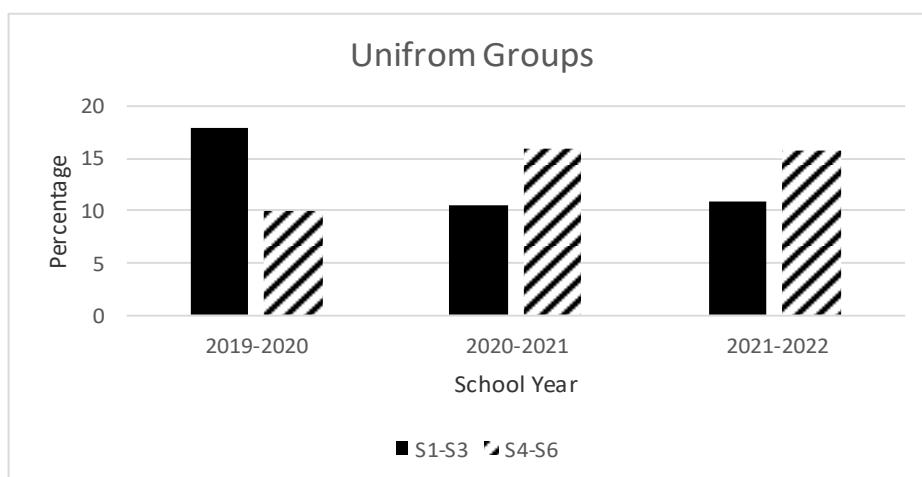
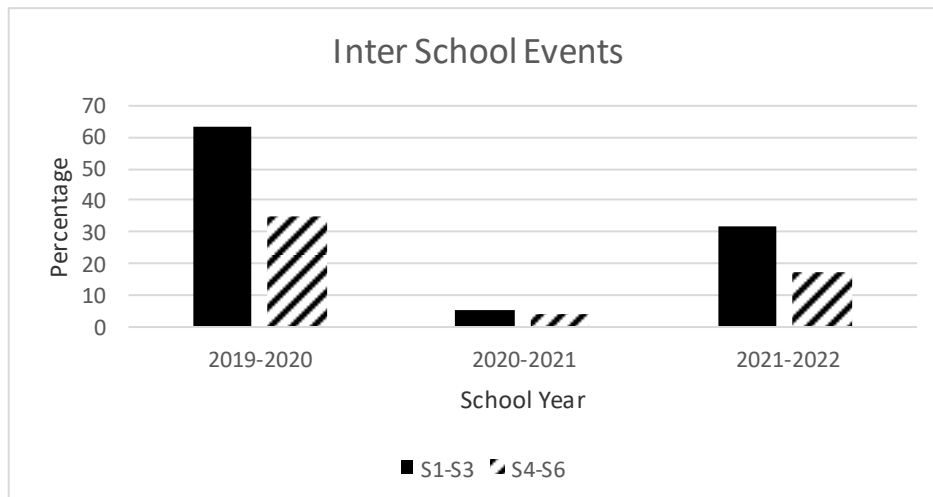






### 6.3 Student Participation in Inter-school Sports Events, School Music and Speech Festivals and Uniform Groups

| Activity                          | Number of participants |
|-----------------------------------|------------------------|
| Inter-school Sports Competitions  | 124                    |
| Hong Kong Schools Music Festival  | 29                     |
| Hong Kong Schools Speech Festival | 22                     |
| Scouts                            | 54                     |
| Hong Kong Red Cross Youth Unit 7  | 41                     |



## 7. Staff Development

- 7.1 On average, 71.6 hours spent on continuous professional development activities per teacher.
- 7.2 The 5 Catholic Core Values were incorporated into the Lesson Plan and Lesson Observation Report Form.

#### Staff development activities organized:

| Staff Development Day                             | Date       | Highlights  |
|---|------------|---|
| 1 <sup>st</sup> Staff Development Day             | 19/11/2021 | <ul style="list-style-type: none"> <li>Teachers from both Primary Section and Secondary Section visited Yim Tin Tsai (鹽田梓)</li> </ul>   |
| 2 <sup>nd</sup> Staff Development Day             | 12/05/2022 | <ul style="list-style-type: none"> <li>Panel heads (Major Concern Domain I) and team heads (Major Concern Domain I) formulated programme plans</li> <li>Teachers participated in a workshop by 關俊棠神父. The theme was “檢視校園心靈狀況及靜觀練習”, a QEF project focused on student character building</li> </ul> |
| Joint School National Security Education Workshop | 19/05/2022 | <ul style="list-style-type: none"> <li>The workshop was delivered by EDB and held at St. Peter's Secondary School</li> </ul>  |
| 3 <sup>rd</sup> Staff Development Day             | 25/07/2022 | <ul style="list-style-type: none"> <li>Self-Regulatory Learning (SRL) Project &amp;</li> </ul>  |

|  |  |   |
|--|--|---|
|  |  | <p>Year-End Sharing – Panel heads of Chinese Language, Integrated Science and Life &amp; Society Department shared their experience in implementing self-regulatory learning</p> <ul style="list-style-type: none"> <li>• Dr. Stanley Ho from University of Hong Kong evaluated the School's implementation of SRL and offered suggestions</li> <li>• Ms. M. Yip shared her insights in values education, Ms. M. C. Chan shared her experience in the implementation of PIE (初中生涯規劃), Ms. C. S. Sin focused the incorporation of Catholic core values into lessons and Mr. C. Y. Lo shared his experiences with SEN students</li> </ul> |
|--|--|---|

### Professional interflow activities

| Date       | Event  | Subject  | Facilitator                          |
|------------|--|--|--------------------------------------|
| 07/10/2021 | Preparation for Study Lesson Observation   | Integrated Science, Life & Society                   | Dr. Stanley Ho, Professor Carol Chan |
| 12/10/2021 | Lesson Observation   | Chinese Language                                     | Dr. Stanley Ho                       |
| 26/10/2021 | Post-lesson Evaluation Meeting   | Chinese Language                                     | Dr. Stanley Ho                       |
| 10/11/2021 | Lesson Observation & Post-lesson Evaluation Meeting                              | Life & Society                                       | Dr. Stanley Ho                       |
| 09/12/2021 | Lesson Observation   | Integrated Science                                   | Dr. Stanley Ho                       |
| 13/12/2021 | Post-lesson Evaluation Meeting   | Integrated Science                                   | Dr. Stanley Ho                       |
| 17/05/2022 | Preparation for Study Lesson Observation   | Chinese Language                                     | Dr. Stanley Ho                       |
| 24/05/2022 | Preparation for Study Lesson Observation   | Life & Society                                       | Dr. Stanley Ho                       |
| 08/06/2022 | Lesson Observation, Group Interview of Students & Post-lesson Evaluation Meeting | Chinese Language                                     | Dr. Stanley Ho                       |
| 10/06/2022 | Lesson Observation & Post-lesson Evaluation Meeting                              | Life & Society                                       | Dr. Stanley Ho & Prof. Carol Chan    |
| 25/07/2022 | Self-Regulatory Learning (SRL) Project & Year-End Sharing                        | Chinese Language, Integrated Science, Life & Society | Dr. Stanley Ho                       |

- On 25 January 2022, new teachers participated in the Workshop for New Teachers organized by the Catholic Education Office.
- Newly-Joined Teachers
  - By Mid-April 2022, all newly-joined teachers have completed at least one Basic Law, Advanced Basic Law or National Security Education courses offered by the Education Bureau.
- In-Service Teachers
  - By early June 2022, all in-service teachers have completed at least one Basic Law, Advanced Basic Law or National Security Education courses offered by the Education Bureau.
  - Some teachers completed “Understand Our Country” programmes and some subject-specific National Security courses, covering areas in Economics, Finance, Chemistry, Biology, Physics, Integrated Science, Business, Life & Society, History and Values Education.

8. **Evaluation Report for Capacity Enhancement Grant 2021-2022**

| Major Area(s) of Concern                        | Strategies/ Tasks  | Evaluation   | Expenditure  |
|---|--|--|--|
| All-round Education                             | To employ instructors for music and sports   | <ul style="list-style-type: none"> <li>Students actively participated in music and sports competitions and activities</li> <li>Students were awarded prizes</li> </ul> | <u>Music Instructors / Conductors:</u><br>\$87,780<br><u>Sports trainers:</u><br>\$127,244 |
| Curriculum Development and Interactive Learning | <ul style="list-style-type: none"> <li>To recruit teachers to help students develop their language abilities</li> <li>To provide students with an interactive classroom</li> </ul> | <ul style="list-style-type: none"> <li>Enhanced students' participation in classroom activities</li> <li>Improved learning atmosphere and performance</li> </ul>       | <u>2 Language Teachers:</u><br>\$149625<br>1 Science Teacher:<br>\$438480                  |

**Total Expenditure: \$803,129**

## 9. Evaluation Report for Diversity Learning Grant 2021-2022

| Programme title                    | Objective   | Target  | Duration / Start Date   | Deliverable   | Evaluation  | Expenditure |
|------------------------------------|---|---|---|---|---|-------------|
| Training course for English debate | To enhance students' skills in English debate                               | <ul style="list-style-type: none"> <li>• 20 students</li> <li>• S4-5 students</li> <li>• Nominated by English teachers</li> </ul> | <ul style="list-style-type: none"> <li>• September – December 2021</li> </ul> | <ul style="list-style-type: none"> <li>• Students' debating skills facilitated</li> </ul>                             | <ul style="list-style-type: none"> <li>• The attendance was high</li> <li>• Students could manage their debating skills</li> </ul>  | \$7,950     |
| Training course for Chinese debate | To enhance students' skills in Chinese debate                               | <ul style="list-style-type: none"> <li>• 10 students</li> <li>• S4-5 students</li> <li>• Nominated by Chinese teachers</li> </ul> | <ul style="list-style-type: none"> <li>• September – December 2021</li> </ul> | <ul style="list-style-type: none"> <li>• Students' debating skills facilitated</li> </ul>                             | <ul style="list-style-type: none"> <li>• The attendance was high</li> <li>• Students could manage their debating skills</li> </ul>  | \$4,000     |
| Workshops on English drama         | To enhance students' script-writing skills and drama performance in English | <ul style="list-style-type: none"> <li>• 25 students</li> <li>• S4-5 students</li> <li>• Nominated by English teachers</li> </ul> | <ul style="list-style-type: none"> <li>• October 2021 – May 2022</li> </ul>   | <ul style="list-style-type: none"> <li>• Students' scripting-writing and drama performance skills enhanced</li> </ul> | <ul style="list-style-type: none"> <li>• The attendance was high</li> <li>• Students could write the script probably and perform English drama being well-received by the audience</li> </ul> | \$32,750    |

**Total Expenditure: \$44,700**

## 10. Evaluation Report for Life-wide Learning Grant 2021-2022

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

| No. | Brief Description and Objective of the Activity   | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Date                 | Target Students         |                        | Brief Description of the Monitoring / Evaluation Mechanism         | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |                  |                                    |                   |                            |
|-----|---|--|----------------------|-------------------------|------------------------|--|----------------------|---------------------|--|------------------|------------------------------------|-------------------|----------------------------|
|     |   |  |                      | Level                   | Number of Participants |  |                      |                     | Intellectual Development<br>(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 |  |                      |                         |                        |  |                      |                     |  |                  |                                    |                   |                            |
| 1   | 與堅道明愛中心合作舉辦19節文化活動：中西音樂、中西書畫、中外糕點製作、三天午間學習成果展示  | 中國歷史科  | 2 <sup>nd</sup> Term | 主要對象：初中學生 參與人次: 不少於350  |                        | 因疫情取消  | \$ 1,460.00          | E7                  | ✓  | ✓                |                                    |                   |                            |
| 2   | Visits to science-related organizations / sites   | Science Education  | Whole year           | All students            |                        | cancelled because of COVID-19                                      | \$ -                 |                     | ✓  |                  |                                    |                   | ✓                          |
| 3   | Organizing a course on using laser cutting for product design   | STEM   | 2 <sup>nd</sup> Term | S1-S5                   | 30                     | 30 students participated in the course oragnised in December 2021. | \$ 49,500.00         | E1                  | ✓  |                  |                                    |                   | ✓                          |
| 4   | Digital art workshop-CorelDraw Graphic design and illustration Tutorial   | Visual Art   | May-Jun 2022         | S1-S5                   | 20                     | 20 Art Clubs members completed the course in June - July 2022.     | \$ 49,200.00         | E1                  |  | ✓                | ✓                                  |                   | ✓                          |
| 5   | Mural painting Project  | Visual Art   | Whole Year           | S1-S6                   | 60                     | cancelled because of COVID-19                                      | \$ -                 |                     |  | ✓                | ✓                                  |                   | ✓                          |
| 6   | Prop making workshop  | Visual Art   | Whole Year           | S1-S6                   | 60                     | cancelled because of COVID-19                                      | \$ -                 |                     |  | ✓                | ✓                                  |                   | ✓                          |
| 7   | Organizing an English guided excursion in Hong Kong   | English  | 2nd Term             | S1                      | 136                    | cancelled because of COVID-19                                      | \$ -                 |                     | ✓  |                  |                                    |                   |                            |
| 8   | 木箱鼓創作及演奏 - 邀請高中同學學習製作木箱鼓，發揮創意，並學習當中的演奏技巧，在校內小息時間為同學演奏表演。  | 輔導組  | 2nd Term             | 8位中三至中五學生，演奏時間可以讓全校同學欣賞 | 0                      | 因疫情取消  | \$ -                 |                     |  | ✓                |                                    |                   |                            |
| 9   | 咖啡療癒 - 咖啡製作、拉花技巧及透過咖啡不同味道分享自己的感受和情緒，也會為同學或老師沖調咖啡，分享他們的學習成果。   | 輔導組  | 2nd Term             | 高中成績稍遜學生                | 0                      | 因疫情取消  | \$ -                 |                     |  |                  |                                    |                   | ✓                          |

|    |  |                           |            |           |     |   |               |            |   |   |   |   |   |
|----|--|---------------------------|------------|-----------|-----|---|---------------|------------|---|---|---|---|---|
| 10 | 留級生輔導活動 - 製作願景板，互相分享大家的期望及定立實踐計劃。  | 輔導組                       | Whole Year | 中三至中五留級同學 | 0   | 因疫情取消   | \$ -          |            |   | ✓ |   |   |   |
| 11 | 精神健康大使訓練 - 劇場活動、回信技巧及小組活動訓練  | 輔導組                       | Whole Year | 8-10位中四同學 | 0   | 因疫情取消   | \$ -          |            |   | ✓ |   |   |   |
| 12 | 戀愛預告-女生性教育活動 - 嘉賓經驗分享及體驗活動   | 輔導組                       | Whole Year | 8位中三至中四女生 | 0   | 因疫情取消   | \$ -          |            |   | ✓ |   |   |   |
| 13 | Subsidy for S4 students to attend Outward Bound Training Course at the beginning of school year in 2022-23. We are going to organize a 5 Days – 4 Nights training camp for the students. | ECA Team                  | Sep-21     | S4        | 104 | 104 S4 students completed the 5 days camp course from 3-7 Sept 2021. Instructors provided positive feedbacks on students' performance. Log books were collected for evaluation. | \$ 454,300.00 |            |   | ✓ | ✓ |   | ✓ |
| 14 | Post-examination activity-AYP Pilot Scheme on Youth Outdoor Adventure Training   | Leadership Training       | Jul 2022   | S4-S5     | 110 | 110 S5 students completed the training on 23-25 July 2022. Students revealed that the activity can help on confidence building and team spirit.                                 | \$ -          |            |   | ✓ | ✓ |   |   |
| 15 | Museum and exhibition Visit  | Visual Art                | Jul-22     | S1-S5     | 20  | 20 students visited the M+ Museum on 26 July 2022 and attended the workshop.  | \$ 1,000.00   | E2         | ✓ | ✓ | ✓ |   | ✓ |
| 16 | Teaching student photo and video taking skills through school events   | Cross-Disciplinary (STEM) | Whole Year | S1-S6     | 20  | 20 students from Video-photography Club completed the course and served as photographers in major school events.  | \$ 94,069.94  | E7, E8     |   |   |   | ✓ | ✓ |
| 17 | 3D Printer Workshop  | Cross-Disciplinary (STEM) |            | S1-S5     | 30  | 30 students joined the workshop and products were shown in STEM room.   | \$ 24,850.00  | E5, E6, E7 | ✓ |   |   |   | ✓ |

|    |   |                                     |              |       |     |   |              |            |   |   |   |  |   |
|----|---|-------------------------------------|--------------|-------|-----|---|--------------|------------|---|---|---|--|---|
| 18 | S6 Supporting programs- moral boosting activity, seminars for further studies, career workshops and mentorship programs | Cross-Disciplinary (Others)         | Whole year   | S6    | 100 | Career Teams organised a series of activities and workshops for all S6 students. Parents and students showed then appreciation to the supports.       | \$ 16,710.00 | E1, E7     |   | ✓ |   |  | ✓ |
| 19 | Sports Activity Day-Indoor Rowing, Molkky and Speed Stacks  | Physical Education                  | 2-3 December | S1-S6 | 700 | All students participated in the activities. Individual Competitions and Teachers-students Competitions were held for Indoor Rowing and Speed Stacks. | \$ 60,222.00 | E1         |   |   | ✓ |  |   |
| 20 | S3 Sports Activity-Floor curling and Darts  | Physical Education                  | 18-Nov       | S3    | 130 | Teachers and students participated in the activities with high motivation.  | \$ 18,040.00 | E1         |   |   | ✓ |  |   |
| 21 | 中一級中華文化日  | Moral, Civic and National Education | 18-Nov       | S1    | 136 | 5 activities were arranged for all S1 students for promoting Chinese culture.   | \$ 36,540.00 | E1         |   | ✓ |   |  |   |
| 22 | Azure Course and Minecraft Education Python   | Cross-Disciplinary (STEM)           | Whole year   | S1-S5 | 60  | 60 students completed the course in July 2021.  | \$ 39,700.00 | E1, E7, E8 | ✓ |   |   |  |   |
| 23 | 中六精神健康身心靈工作坊  | Cross-Disciplinary (Others)         | 1st term     | S6    | 100 | 8 workshops were organised for S6 students after school in order to relieve their pressure.   | \$ 22,000.00 | E1, E7     |   | ✓ |   |  |   |
| 24 | Sharing session for S4 students   | Cross-Disciplinary (Others)         | 1st term     | S4    | 120 | Seminar was held for S4 students about their career development.  | \$ 1,800.00  | E1, E5     |   | ✓ |   |  | ✓ |

|    |  |                                     |            |       |     |   |               |        |   |   |   |   |   |
|----|--|-------------------------------------|------------|-------|-----|---|---------------|--------|---|---|---|---|---|
| 25 | Online ECA activities in special holiday | ECA                                 | Mar-Apr    | S1-S5 | 120 | There were 5 interest classes for students: Yoga Class, Fitness Class, Dessert Making, Skincare and Makeup and Chinese Paper Cutting. There were 124 students joined the courses. | \$ 30,800.00  | E1     |   | ✓ | ✓ |   | ✓ |
| 26 | S1 Service learning activity             | Values Education                    | Whole year | S1    | 136 | 136 S1 students visited Yuen Long for organic farming activities in November. Harvesting activity was cancelled due to COVID-19 and debriefing was held in June.                  | \$ 48,470.00  | E1, E2 |   | ✓ |   | ✓ |   |
| 27 | S2 Service learning activity             | Values Education                    | Whole year | S2    | 136 | All S2 students participated in the mural wall painting. Each class completed the drawings outside their classroom.   | \$ 147,500.00 | E1, E7 |   | ✓ | ✓ | ✓ |   |
| 28 | 咖啡沖調綜合課程                                 | 興趣班                                 | Jun        | S4-S5 | 30  | 30 students joined the workshop and completed in June.  | \$ 37,100.00  | E1,E7  | ✓ |   |   |   | ✓ |
| 29 | 參觀故宮博物館                                  | Moral, Civic and National Education | Jul        | S4-S5 | 30  | 30 students visited Hong Kong Palace Museum in September 2022 and attended the workshop.  | \$ 11,490.00  | E1, E2 | ✓ | ✓ |   |   |   |



|   |  |                                     |              |                                 |     |   |                |    |   |   |   |  |   |
|---|--|-------------------------------------|--------------|---------------------------------|-----|---|----------------|----|---|---|---|--|---|
| 30  | Sports Training and Interest Classes in Summer Holiday   | Physical Education                  | Jul-Aug      | S1-S5                           | 200 | There were 10 sports training for students :Athletic, Badminton, Basketball, Cross-country, Football, Rope skipping, Swimming, Squash, Table Tennis and Volleyball . There were around 200 students joined the trainings. | \$ 46,128.00   | E1 |   |   | ✓ |  |   |
| 31  | S3 Activity Day-Darts  | Physical Education                  | Jul          | S3                              | 120 | All S3 students participated in the activity in June.   | \$ 9,080.00    | E1 |   |   | ✓ |  |   |
| 32  | 中四級「媒體及資訊素養教育」   | Moral, Civic and National Education | Jul          | S4                              | 120 | All S4 students attended the seminar in post-examination period   | \$ 8,000.00    | E1 | ✓ | ✓ |   |  | ✓ |
| (Please insert rows above if the space provided is insufficient.) |  |                                     |              |                                 |     |   |                |    |   |   |   |  |   |
| Sub-total of Item 1.1   |  |                                     |              |                                 |     |   | \$1,207,959.94 |    |   |   |   |  |   |
| 1.2   | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons                                      |                                     |              |                                 |     |   |                |    |   |   |   |  |   |
| 1   | Subsidy for students to participate in study tours   | English                             | 2nd Term     | 30                              |     | cancelled because of COVID-19   | \$0.00         |    |   |   |   |  |   |
| 2   | Organize training tour to China for school team members in order to strengthen their ability in sports and provide chance for students to learn more from other teams/ schools | Physical Education                  | Jun-Jul 2022 | Around 100 school team students |     | cancelled because of COVID-19   | \$0.00         |    |   |   |   |  |   |
| 3   |  |                                     |              |                                 |     |   |                |    |   |   |   |  |   |
| 4   |  |                                     |              |                                 |     |   |                |    |   |   |   |  |   |
| 5   |  |                                     |              |                                 |     |   |                |    |   |   |   |  |   |
| (Please insert rows above if the space provided is insufficient.) |  |                                     |              |                                 |     |   |                |    |   |   |   |  |   |
| Sub-total of Item 1.2   |  |                                     |              |                                 |     |   | \$0.00         |    |   |   |   |  |   |
| Expenses for Category 1   |  |                                     |              |                                 |     |   | \$1,207,959.94 |    |   |   |   |  |   |

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

| No.   | Item   | Domain<br>(Please select or fill in the domain as appropriate) | Purpose  | Actual Expenses (\$) |
|---|--|--|--|----------------------|
| 1   | Using online platforms (Edpuzzles and Goformative) to facilitate the preparations and evaluations of students involved in visits to various organizations/sites. | STEM   | To broaden students' horizons by immersing them in authentic environments. | \$17,360.00          |
| 2   | Network Assisted Storage   | VPC  | Storage of photos and videos of all events and activities                  | \$26,827.00          |
| 3   |  |  |  |                      |
| (Please insert rows above if the space provided is insufficient.) |  |  |  |                      |
| Expenses for Category 2   |  |  |  | \$44,187.00          |
| Expenses for Categories 1 & 2                                     |  |  |  | \$1,252,146.94       |

\* : Input using the following codes; more than one code can be used for each item.

## Code for Expenses

- E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

**Category 3: Estimated Number of Student Beneficiaries**

|  |      |
|--|------|
| Total number of students in the school:                | 704  |
| Number of student beneficiaries:                       | 704  |
| Percentage of students benefitting from the Grant (%): | 100% |

|                                       |                        |
|---------------------------------------|------------------------|
| Contact Person for LWL (Name & Post): | Yau Wo Yau(ECA Master) |
|---------------------------------------|------------------------|

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify )

## 11. Report on Non-Chinese Speaking Student Grant

### 加強支援非華語學生的中文學與教 學校報告 (2021/22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)

本校已實施「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<sup>1</sup>與華語同儕享有同等學習中文的機會，並建構共融校園。本校亦已在2021/22學年透過一系列校本支援措施(包括推行密集中文學習模式、加強與非華語學生家長溝通等)逐步落實有關計劃。

- ☐ 本校2021/22學年的總結報告已獲校董會通過。
- ☒ 本校2021/22學年的總結報告已獲校園校董會通過。
- ☐ 本校2021/22學年的總結報告已獲學校管理委員會通過。

現將有關要點，闡述如下：

#### (一)實施「學習架構」的整體情況

1. 本校透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，從第二語言學習者的角度，幫助非華語學生有系統地學習中文，以提高他們的學習效能。具體措施包括：

- (i) 教師培訓方面，在全校 3 名教授非華語學生的中文科教師當中，已有 3 名曾在2021/22學年接受相關培訓：(可選多於一項)
- ☒ 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
- ☐ 教授非華語學生的教師經驗分享會/研討會
- ☐ 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)：\_\_\_\_\_
- ☐ 其他相關培訓(請說明)：\_\_\_\_\_

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。

(ii) 曾參與上述培訓課程的教師亦已透過以下模式，與其他教師分享培訓所得：

(可選多於一項)

☒ 中文科組會議(包括共同備課會議)

☐ 教師專業發展日

☐ 其他模式(請說明)：\_\_\_\_\_

☐ 不適用/未有進行分享活動，原因是：\_\_\_\_\_

(iii) 校本專業支援：

☐ 本校在2021/22學年已參加由教育局專業人員/大學/其他專業機構提供的校本支援服務

☒ 正如本校在學期初提交的「學校計劃」所述，本校在2021/22學年沒有參加相關校本支援計劃

(iv) 在2021/22學年，我們已透過以下校本安排，提升教師教授非華語學生中文的專業能力：(可選多於一項)

☐ 同儕觀課(每週/月/學期約 節)，並就觀課所得進行專業交流，分享心得

☒ 共同備課(每週約 1 節)，針對非華語學生學習中文作為第二語言的需要，調適教學策略和教學內容

☐ 與其他學校進行專業交流，例如：參加/舉辦聯校分享會(共約 次)

☒ 由具教授非華語學生經驗的教師，帶領/協助在這方面經驗較淺的教師

☐ 其他(請說明)：\_\_\_\_\_

2. 課程/教材發展方面，在2021/22學年，本校採用以下策略：(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(計劃名稱：\_\_\_\_\_)

☐ 其他(請說明)：\_\_\_\_\_

3. 由於中文科的學習內容蘊含中華文化、品德情意等元素，在2021/22學年，本校透過以下學習 / 活動模式，幫助非華語學生認識中國傳統文化，提升他們學習中文的成效：  
(可選多於一項)

- ☒ 將有關文化元素 (例如：較淺易的文學作品、歷史 / 成語故事等) 融入課堂教學
- ☐ 因應中國傳統節日 (例如：農曆新年、中秋節等) 舉辦相關活動
- ☐ 舉辦有關體藝培訓班 (例如：醒獅、中文話劇、書法等)
- ☒ 其他 (請說明)：非華語學童書法比賽

4. 在推行多元**密集中文學習模式**方面：【有關資料由系統從學校計劃 (2021/22學年)第8項匯入】

- (i) ☒ 本校大致按照提交的「學校計劃 (2021/22學年)」所述，安排了：

- ☒ 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

其中 抽離學習 (密集中文學習模式)

對幫助非華語學生學習中文最為有效，原因是：

可針對非華語學生水平調適課程

- (ii) ☐ [如2021/22學年推行的密集中文學習模式與提交的學校計劃 (2021/22學年) 所述的有所調整，請填寫此項。]

本校在推行密集中文學習模式時，因應需要而作出以下的調適：

密集中文學習模式      原有安排      調適安排

就上述調適，主要的考慮因素是：

5. 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、校園小记者、朗誦、徵文比賽)，包括：
- 活動名稱      主辦機構      表現(例如：獎項)

- ☐ 其他 (請說明)：

6. 整體而言，在2021/22學年的加強支援下，本校非華語學生在中文學習方面，參照「學習架構」的學習成果，具體來說：

| 閱讀方面 | 表現                             | 請以文字描述其表現    |
|------|--------------------------------|--------------|
| 初中：  | <input type="checkbox"/> 有明顯進步 | 能理解閱讀材料的內容大意 |

☒ 略有進步

☐ 沒有進步

☐ 沒有非華語學生

|     |                                |              |
|-----|--------------------------------|--------------|
| 高中： | <input type="checkbox"/> 有明顯進步 | 能理解閱讀材料的內容大意 |
|-----|--------------------------------|--------------|

☒ 略有進步

☐ 沒有進步

☐ 沒有非華語學生

| 寫作方面 | 表現                             | 請以文字描述其表現 |
|------|--------------------------------|-----------|
| 初中：  | <input type="checkbox"/> 有明顯進步 | 能就熟悉事物寫文章 |

☒ 略有進步

☐ 沒有進步

☐ 沒有非華語學生

|     |                                |                     |
|-----|--------------------------------|---------------------|
| 高中： | <input type="checkbox"/> 有明顯進步 | 能根據需要確定內容，內容切題，大致完整 |
|-----|--------------------------------|---------------------|

☒ 略有進步

☐ 沒有進步

☐ 沒有非華語學生

| 聽說方面 | 表現                             | 請以文字描述其表現              |
|------|--------------------------------|------------------------|
| 初中：  | <input type="checkbox"/> 有明顯進步 | 能理解話語中的主要信息，能簡單描述熟悉的事物 |

☒ 略有進步

☐ 沒有進步

☐ 沒有非華語學生

|     |                                |                   |
|-----|--------------------------------|-------------------|
| 高中： | <input type="checkbox"/> 有明顯進步 | 能理解話語內容，能圍繞話題表達看法 |
|-----|--------------------------------|-------------------|

☒ 略有進步

☐ 沒有進步

☐ 沒有非華語學生

7. 整體而言，本校認為非華語學生在加強支援下 略有 進步。如有，請分享學校有效的教學策略、行政安排、或一至兩名非華語學生的成功個案。如沒有，請分析非華語學生的困難和難點，並計劃在教學策略、行政安排上如何調適以改善有關情況：

抽離班讓老師能照顧學生的學習需要，調適課程，照顧學習多樣性，有助學習



8. 本校運用額外撥款推行加強支援措施從課程策劃以及教學支援上（包括推行密集中文學習模式），提升非華語學生學習中文的成效，以期協助他們銜接主流中文課堂。以校本情況而言，在2021/22學年，非華語學生的中文學習表現，大致可劃分為以下情況：

非華語學生人數

|                              |                 |
|------------------------------|-----------------|
| (a) 全校非華語學生總人數               | (a) <u>24</u> 名 |
| (b) 在中文課堂與華語同儕同班的非華語學生人數     | (b) <u>0</u> 名  |
| - 大致能應付課堂學習的非華語學生人數          | ( <u>0</u> 名)   |
| - 暫時仍未能追上 華語同儕的非華語學生人數       | <u>0</u> 名)     |
| (c) 在中文課堂獨立成班(或抽離學習)的非華語學生人數 | (c) <u>24</u> 名 |
| - 大致能追上 高能力 華語同儕的非華語學生人數     | ( <u>0</u> 名)   |
| - 大致能追上 中能力 華語同儕的非華語學生人數     | ( <u>0</u> 名)   |
| - 大致能追上 低能力 華語同儕的非華語學生人數     | ( <u>0</u> 名)   |
| - 暫時仍未能追上 華語同儕的非華語學生人數       | ( <u>24</u> 名)  |

[(a) = (b)+(c)]

[ 註：非華語學生若只在部分中文課堂抽離學習，在部分中文課堂則與華語同儕同班，學校可按大部分的課堂節數安排把他們歸類為(b)或(c)項 ]

(d) 其他 ( 請說明 ) : \_\_\_\_\_

9. 綜合而言，從校本情況考慮，在2021/22學年約有 0 名非華語學生已銜接主流中文課堂。

另外，約 6 名非華語學生預計可望在2022/23學年或隨後數年內銜接主流中文課堂：

|                         |            |
|-------------------------|------------|
| 1年內 ( 2022/23學年內 ) :    | <u>0</u> 名 |
| 1至2年 ( 2023/24學年內 ) :   | <u>0</u> 名 |
| 2至3年 ( 2024/25學年內 ) :   | <u>6</u> 名 |
| 3至4年 ( 2025/26學年內 ) :   | <u>0</u> 名 |
| 多於4年 ( 2026/27學年或之後 ) : | <u>0</u> 名 |

然而，與華語學生的情況相若，非華語學生的學習成效受不同的因素影響，本校會繼續留意非華語學生的學習表現及進度，並因應情況，在下學年的報告更新有關情況 / 數字。

10. 本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程，並確保所有非華語學生與華語同儕享有同等學習中文的機會。在推行加強支援措施下，本校會積極從課程策劃以及教學支援上，協助非華語學生提升學習中文的期望和目標，包括設計適切的校本中國語文課程，以提升他們的中文水平，並及早為他們規劃學習路向，幫助他們獲取較佳的中國語文資歷，為升學和就業作好準備。

(a) 一般而言，本校安排高中非華語學生修讀 / 應考以下課程 / 考試，以獲取中國語文科資歷：( 只適用於中學，可選多於一項 )

中國語文科課程 / 公開考試

( 請選✓ )

(i) 香港中學文憑 ( 中國語文科 ) 考試 ☐

其他中國語文科資歷

(ii) 香港中學文憑考試 ( 乙類 ) : 應用學習中文 ( 非華語學生適用 ) 課程 ☐

國際認可的中文資歷<sup>2</sup>

(iii) 綜合中等教育證書(GCSE) ☒

(iv) 國際普通中學教育文憑(IGCSE) ☐

(v) 普通教育文憑高級補充程度(GCE AS-Level) ☐

(vi) 普通教育文憑高級程度(GCE A-Level) ☐

☒ 本校 不會安排任何 非華語學生修讀或報考(i)或(ii)項，原因是：

本校所有非華語學生暫時仍未能銜接主流中文課堂，未有能力應考香港中學文憑 ( 中國語文科 ) 考試

☒ 本校 安排所有 非華語學生只修讀或報考(iii)及 / 或(iv)項，原因是：

本校所有非華語學生的中文水平只達GCSE程度

<sup>2</sup> 對於非華語學生，教育資助委員會資助院校會在特定情況下，接納其他中國語文科考試的資歷，包括上述國際認可的中文資歷考試。特定情況是指：( 甲 ) 學生在接受中小學教育期間學習中國語文少於六年時間；或 ( 乙 ) 學生在學校學習中國語文已有六年或以上時間，但期間是按一個經調適並較淺易的中國語文課程學習，而有關的課程一般並不適用於其他大部分在本地學校就讀的學生。

- (b) 在2021/22學年，本校因應高中非華語學生的中文學習表現和需要，計劃／安排他們修讀／應考中國語文科課程／公開考試的具體情況如下：(只適用於中學)

|                                     | 年級及人數 |    |    |
|-------------------------------------|-------|----|----|
|                                     | 中四    | 中五 | 中六 |
| 在2021/22學年就讀中四至中六的非華語學生人數           | 7     | 3  | 6  |
| (i) 已參加／計劃參加香港中學文憑(中國語文科)考試：        |       |    |    |
| (ii) 在2021/22學年修讀應用學習中文(非華語學生適用)課程： |       |    |    |
| (iii) 於高中階段中，已考獲國際認可的中文資歷／計劃參加有關考試： |       |    |    |
| • 綜合中等教育證書(GCSE)                    | 7     | 3  | 6  |
| • 國際普通中學教育文憑(IGCSE)                 |       |    |    |
| • 普通教育文憑高級補充程度(GCE AS-Level)        |       |    |    |
| • 普通教育文憑高級程度(GCE A-Level)           |       |    |    |
| 參加有關考試／修讀有關課程的總人次：                  | 7     | 3  | 6  |

[ 註：一般而言，非華語學生只修讀及報考 (i)香港中學文憑(中國語文科)考試 或 (ii)應用學習中文(非華語學生適用) 其中一項。在特別情況下，修讀應用學習中文(非華語學生適用)的學生可在學校的支援下考慮同時報考香港中學文憑考試兩科中文科目。此外，學校可根據非華語學生的中文學習表現，同時安排他們參加多於一個(iii)國際認可的中文資歷的考試，因此參加有關考試／修讀有關課程的總人次應不少於相關年級的非華語學生人數。]

(iv) 其他(請說明)：

[ 註：部分非華語學生或會因應其學習進程，修訂他們的選擇。]

## (二) 建構共融校園

11. 在2021/22學年，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<sup>3</sup>，亦已透過以下方式，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)：

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。

12. 在2021/22學年，本校與非華語學生家長的溝通 大致良好；而非華語學生的上課出席情況 大致理想，約 0 名連續缺課7個上課日或以上(其中最長請假 天)，情況如下：

| 缺課日數        | 非華語學生人數 | 主要原因(可選多於一項)   |
|-------------|---------|--|
| 連續7至14個上課日  |         | <input type="checkbox"/> 健康問題 <input type="checkbox"/> 家庭問題 <input type="checkbox"/> 回鄉<br><input type="checkbox"/> 其他(請說明)： |
| 連續15至30個上課日 |         |  |
| 連續多於30個上課日  |         |  |

13. 就提升教師和學生的文化和宗教敏感度，並在校內營造多元文化環境，在2021/22學年推行的具體措施包括：（可選多於一項）（請就每項提供1至2個例子）

☐ 已制定與建構共融校園相關的政策，並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：

主題

講者 / 協作機構（如適用）

☐ 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：

活動名稱 / 內容簡述

協作機構（如適用）

☒ 為學生推展同儕互勉計劃，鼓勵不同族裔的學生互相學習

計劃名稱 / 內容簡述

協作機構（如適用）

班本課程/學習夥伴

校本

☐ 其他（請說明）：

14. 本校已透過以下途徑，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，主要包括：（請列舉1至2項）

活動名稱 / 內容簡述

協作機構（如適用）

☐ 安排非華語學生（共\_\_\_\_\_名）參與制服團隊，包括：

☐ 童軍（例如：幼童軍、男童軍、女童軍）

☐ 少年警訊

☐ 交通安全隊

☐ 紅十字會 / 聖約翰救傷隊

☐ 基督少年軍 / 基督小先鋒

☐ 民安隊 / 航空青年軍

☐ 其他（請說明）：

☐ 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），主要包括：（請列舉1至2項）

活動名稱 / 內容簡述

協作機構（如適用）

☒ 其他（請說明）：課外活動幹事、非華語學童小組

15. 在2021/22學年，除了在《學校概覽》提供相關支援措施的資料外<sup>9</sup>，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）<sup>4</sup>

（請提供有關連結：[www.raimondi.edu.hk](http://www.raimondi.edu.hk)\_\_\_\_\_）

☐ 除上述支援摘要外，本校網頁的其他內容<sup>5</sup>（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，獲有關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當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當眼位置設置圖標，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。



### (三) 撥款的運用

16. 本校在2021/22學年所獲的額外撥款為:(A) 800,000 元, 在2020/21學年完結時, 額外撥款的累積餘額為:(B) 0 元(如適用)<sup>6</sup>。本校在2021/22學年用於支援非華語學生學習中文及建構共融校園的實際開支如下: (可選多於一項)

| 項目   | 全年實際開支   |
|--|--|
| <input checked="" type="checkbox"/> 聘請中文科 / 其他科 (請說明: _____) 全職教師 2 名 <sup>7</sup> , 及全職教學助理 0 名 <sup>7</sup><br>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:<br><input checked="" type="checkbox"/> 教師 教授非華語學生中文的額外教學工作, 每週共 44 節<br><input checked="" type="checkbox"/> 教學助理 協助 / 支援非華語學生學習中文, 每週共 17.5 節<br><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<br><input type="checkbox"/> 共同備課 (年級: _____), 每週 _____ 節<br><input checked="" type="checkbox"/> 建構共融校園<br><input checked="" type="checkbox"/> 安排共融活動, 每週 2 節<br><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<br><input type="checkbox"/> 其他相關工作 (請說明): _____ | 教師薪金總計: 699,300 元 <sup>8</sup><br>教學助理薪金總計: 0 元 <sup>8</sup> |
| <input type="checkbox"/> 聘請全職不同種族的助理 _____ 名 <sup>7</sup> , 主要負責以下工作:<br><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<br><input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作, 每週 0 節<br><input type="checkbox"/> 協助教師安排共融活動<br><input type="checkbox"/> 其他 (請說明): _____  | 不同種族的助理薪金總計: _____ 元 <sup>8</sup>                            |

<sup>6</sup> 2020/21學年完結時有關撥款的累積餘額與學校有關學年經審核周年帳目有關撥款的餘款數額一致。

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

<sup>8</sup> 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其他資源支付, 請在第18項補充其他相關資料。

| 項目   | 全年實際開支    |        |        |       |           |       |  |
|--|-----------|--------|--------|-------|-----------|-------|--|
| <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 checked="" type="checkbox"/> 購買 / 發展教學資源 (請簡述有關資源及其用途)：   | 24,000 元  |        |        |       |           |       |  |
| <table><tr><th>資源</th><th>用途</th><th>開支 (元)</th></tr><tr><td>看漢中文網</td><td>鼓勵非華語學生閱讀</td><td>24000</td></tr></table> | 資源        | 用途     | 開支 (元) | 看漢中文網 | 鼓勵非華語學生閱讀 | 24000 |  |
| 資源   | 用途        | 開支 (元) |        |       |           |       |  |
| 看漢中文網  | 鼓勵非華語學生閱讀 | 24000  |        |       |           |       |  |
| <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)：  | _____ 元   |        |        |       |           |       |  |
| <input type="checkbox"/> 僱用專業服務以舉辦共融活動 (請簡述服務內容)：  | _____ 元   |        |        |       |           |       |  |
| <input type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 _____ 項   | 0 元       |        |        |       |           |       |  |
| (請提供各項活動的名稱、主要內容及實際開支)：  |           |        |        |       |           |       |  |
| <table><tr><th>活動名稱</th><th>內容</th><th>開支 (元)</th></tr></table>  | 活動名稱      | 內容     | 開支 (元) |       |           |       |  |
| 活動名稱   | 內容        | 開支 (元) |        |       |           |       |  |



| 項目   | 全年實際開支                   |
|--|--------------------------|
| <input type="checkbox"/> 其他相關開支 (請說明) :    | 元                        |
| 全年實際總開支=                                   | 723,300 元(C)             |
| 2021/22學年的累積結餘 [(A)+(B)-(C)]=              | 76,700 元(D) <sup>9</sup> |
| 2021/22學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]= | 9.59 %                   |

<sup>9</sup> 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完結時予以取消。

☐ 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，額外撥款的餘額累積至高水平（70%或以上）的學校]

原因：

改善建議：

17. 本校會將撥款的累積餘額 76700.00 元(如適用)，於下學年繼續支援本校的非華語學生。（請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排）

18. 本校 沒有 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。若有，請簡述：

#### (四)總結

19. 在2021/22學年，就推行「學習架構」及建構共融校園，本校落實各項支援措施的情況總結如下：

|  | 成效顯著                     | 頗有成效                                | 成效不彰                     | 完全無效                     |
|--|--------------------------|-------------------------------------|--------------------------|--------------------------|
| (i) 提升教師教授非華語學生的專業能力                               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (ii) 發展校本課程 / 教材及使用和調適配套資源                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (iii) 根據非華語學生使用《評估工具》的結果，按「學習架構」為他們訂定適切的學習目標       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (iv) 推行密集中文學習模式（例如：抽離學習、小組學習、增加中文課節、跨學科中文學習、課後支援等） | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (v) 增強非華語學生的學習動機及信心，並改進其學習表現                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (vi) 加強與非華語學生家長的溝通                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (vii) 建構共融校園                                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (viii) 其他（請說明）：                                    | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

本校會參考2021/22學年的經驗，並就非華語學生的中文學習表現，擬備2022/23學年的支援計劃。

20. 本校已檢視過去數年為非華語學生安排的校本支援措施，措施的成效總結如下：

[ 適用於過去獲提供80萬至150萬元額外撥款三年或以上的學校 ]

(a) 成效較顯著的校本支援措施：

(i) 加強中文學習方面：

抽離學習

(ii) 加強與家長溝通與建構共融校園方面：

透過家長日向家長講解子女的學習進度。另外安排非華語學生擔任校內不同學會職務。

(iii) 促進成效的主要因素：

能針對學生的需要作出適切的調整。

(b) 需進一步優化的校本支援措施：

(i) 加強中文學習方面：

課後支援

(ii) 加強與家長溝通與建構共融校園方面：

學習夥伴

(iii) 需進一步優化的主要因素及改善方案：

抽離學習非華語學生與華語學生接觸較少。未來可多嘗試組織活動讓非華語學生與華語學生多接觸。

(c) 未來三年，本校加強推行有關校本支援措施的重點和方向為：

建構共融校園

(五) 餘款的運用 【只適用於在 2022/23 學年沒有獲80萬至150萬元額外撥款的學校】

本校在2022/23學年錄取少於10名非華語學生，未能繼續獲80萬至150萬元額外撥款。本校會善用2021/22學年額外撥款的餘額（\_\_\_\_\_元）作以下用途：

| 項目                               | 預算開支（元） |
|----------------------------------|---------|
| 聘請額外中文科教師 _____ 名<br>工作概要： _____ | _____ 元 |
| 聘請額外教學助理 _____ 名<br>工作概要： _____  | _____ 元 |
| 聘請不同種族的助理 _____ 名<br>工作概要： _____ | _____ 元 |
| 購買教學資源（請說明： _____）               | _____ 元 |
| 僱用專業服務（請說明： _____）               | _____ 元 |
| 舉辦共融活動（請說明： _____）               | _____ 元 |
| 其他（請說明： _____）                   | _____ 元 |
| 預算總開支：                           | 0 元     |

(六)其他 (如有需要,可填寫其他補充資料):

因疫情關係,原訂由學校籌辦與建構共融校園相關的活動取消。

本校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。本校亦已遵照教育局通告第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,本報告一切內容均屬全面、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 | : | kyliu@raimondi.edu.hk |
| 學校名稱   | : | 高主教書院                 |
| 學校電話   | : | 25222159              |
| 日期     | : | 2022 年 10 月 11 日      |

學校報告  
草稿

## 12. Financial Summary

|   | INCOME                 | EXPENDITURE            |
|---|------------------------|------------------------|
| <b>I. GOVERNMENT FUNDS</b>  |                        |                        |
| • Admin Grant (including additional CA)   |                        |                        |
| Salaries for non-teaching staff (administrative officers /clerks and workmen)   | \$3,737,294.00         | \$3,684,117.93         |
| • Capacity Enhancement Grant  |                        |                        |
| (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)   | \$642,934.00           | \$803,129.00           |
| • Composite IT Grant  | \$494,240.00           | \$587,416.70           |
| • Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, furniture and equipment, etc.) | \$3,088,847.00         | \$2,386,160.14         |
| • Life-wide Learning Grant  | \$2,340,373.00         | \$1,252,166.94         |
| • Non-Chinese Speaking Student Grant  | \$800,000.00           | \$423,300.00           |
| • Other Grants (including Air-conditioning Grant and Lift Maintenance, etc.)  | \$521,915.00           | \$243,158.00           |
| • Promotion of Reading Grant  | \$62,851.00            | \$118,447.86           |
| • Senior Secondary Curriculum Support Grant   | \$770,469.00           | \$742,160.00           |
| <b>II. SCHOOL FUNDS (GENERAL FUNDS):</b>  |                        |                        |
| • Tong Fai  | \$1,752,991.03         | \$1,498,694.56         |
| • Donations   | \$526,500.00           | \$458,319.75           |
|   | <u>\$14,738,414.03</u> | <u>\$12,497,070.88</u> |

Prepared by:

Endorsed by:

\_\_\_\_\_  
Mr. Larry Yeung S.T.  
Principal

\_\_\_\_\_  
Mr. Peter S. T. Lee  
Supervisor

Date: 15 October 2022