

RAIMONDI COLLEGE SECONDARY SECTION



SCHOOL REPORT

2022 – 2023

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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. Hui Wai Man, Peggy
Alternate Parent Manager:	Mr. Hui Fai Win, Martin
Teacher Manager:	Mr. Chung Man Ngai, Danny
Alternate Teacher Manager:	Mr. Lo Ka Shing, Roger
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 5 small classes						
Total Enrolment	136	129	109	114	101	97	101

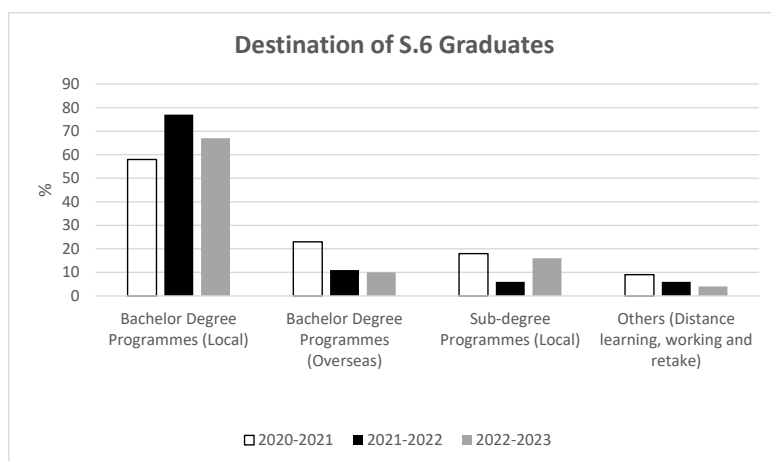
Total no. of teachers in 2022-2023: 60

2. Our Students

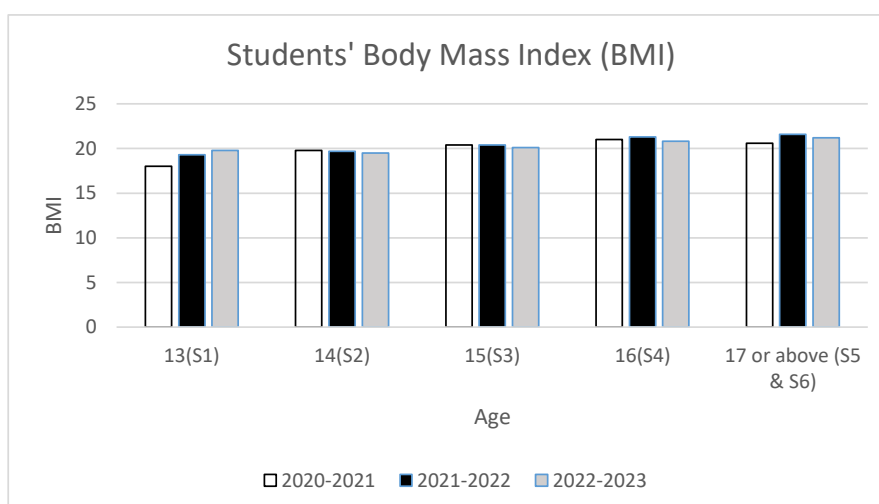
2.1 Students' Attendance

S1	S2	S3	S4	S5	S6
97.1%	97.2%	96.5%	97.0%	97.6%	97.0%

2.2 Destination of S.6 Graduates

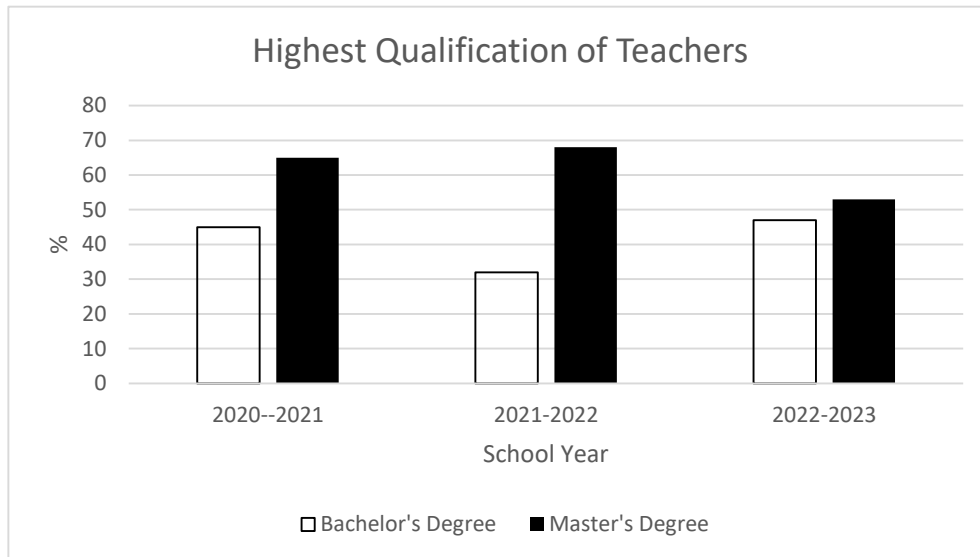


2.3 Students' Body Mass Index (BMI)

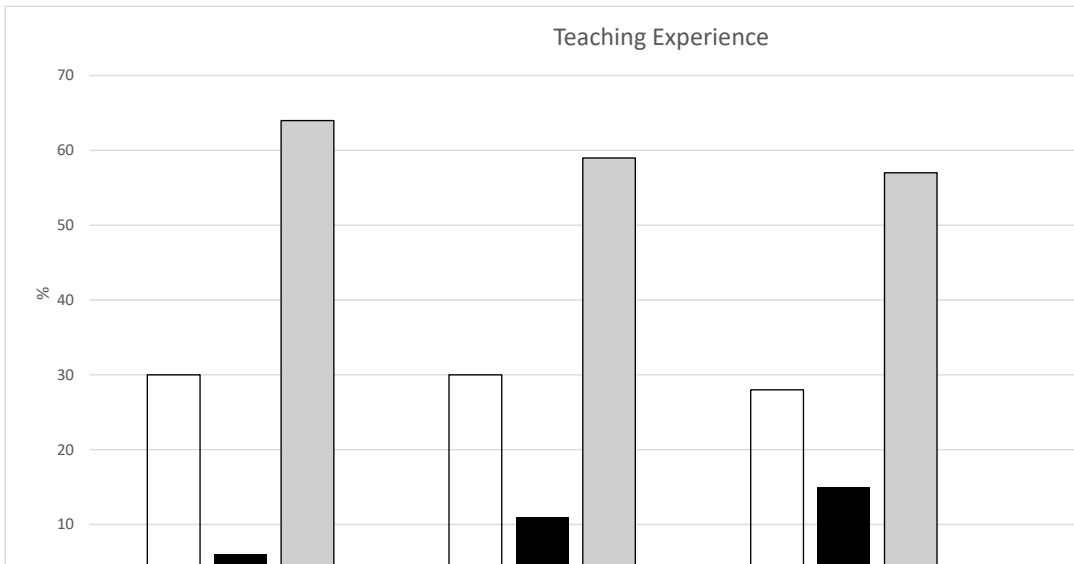


3. Our Teachers

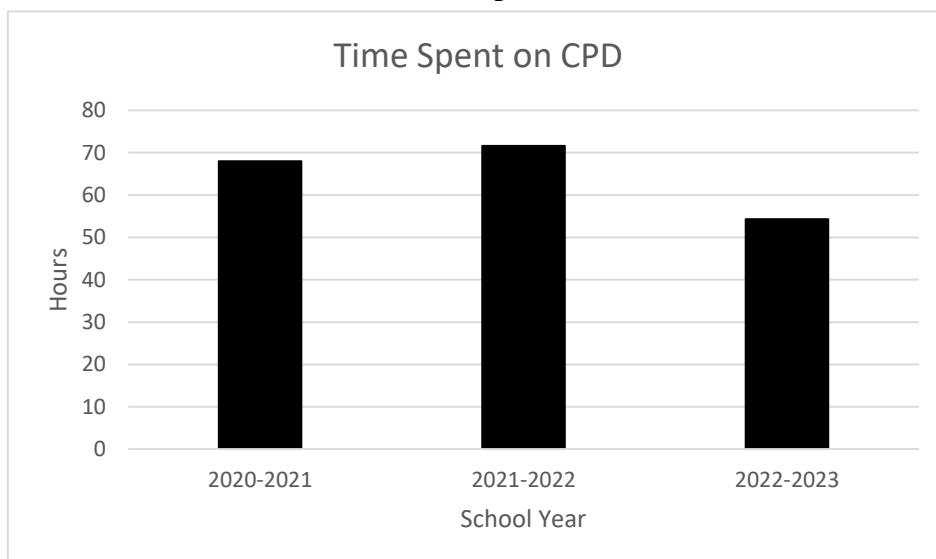
3.1 Teachers' Qualifications



3.2 Teaching Experience



3.3 Teachers' Professional Development



4. Major Concerns (Achievements and Reflection)

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

4.1.1 **Enriching e-learning resources to create a favourable online environment conducive to self-regulated learning**

(a) Enriching e-learning resources which favour online learning beyond the classroom

- Workshops have been conducted to help with the production of e-learning materials, including online question banks and pre-lesson learning videos.
- Google Classroom has been adopted as the learning management system for the storage of e-learning materials, distribution of online assignments and communication with students.
- A substantial amount of teaching videos have been produced across subjects.
- The Edpuzzle platform, which allows teachers to transform videos into interactive learning tasks with questions, instant feedback and assessment statistics, has been extensively used in a number of subjects.
- Online question banks have been established for different subjects. The Goformative platform grades tasks automatically and generates hints by Artificial Intelligence to help students handle complex tasks.

(b) Promoting self-regulated learning among students

- To build a learning community for self-regulated learning, teachers who participated in the "Self-Regulatory Learning Project for Junior Secondary Students" have shared their experiences and achievements with teachers of other subjects:

Subjects participated in the project last year		Target subjects to share with
Chinese Language	↔	English Language
Integrated Science		Science Subjects
Life and Society		Humanity Subjects

- Open lessons have been conducted in English Language, Life and Society as well as the Citizenship and Social Development to share good teaching practices. Sharing of homework design for the implementation of National Security Education and Value Education in the formal curriculum has also been arranged.
- Task designs of high quality have been collected from and shared through the School's intranet to expand the resource bank.
- Online continuous assessment platforms have been established for most subjects to provide timely feedback and allow effective adjustments.
- Enrichment materials have been uploaded at the subject level. This strengthens the extended curriculum and enhances flexibility in learning pace and depth.
- Subject-based projects have been implemented in Junior forms to diversify students' learning modes, assessing self-initiative and collaborative abilities.
- Cross-discipline projects (e.g. STEM projects, Cross-subjects humanities projects) have been conducted to promote higher-order integrated learning.

(c) Systematic collection and analysis of assessment data

- The Academic Improvement Team has collected and analysed assessment data systematically for follow-up actions. External (e.g. HKDSE results, pre-S.1 Attainment Test results, TSA results, value-added scores) and internal (continuous assessments, uniform tests and examinations) data have been included.
- The Academic Development Committee, Student Support Committee and subject panels have worked collaboratively to devise strategies accordingly.

- The eClass Student Data Analysis System (SDAS) has been set up with over ten years of internal assessment and HKDSE data. Students may use the data for revision and career planning, while subject panels may devise plans to enhance students' academic performance.

4.1.2 Enhancing students' reading interest and ability through reinforced strategies across the curriculum both online and offline

(a) Engaging students in a language-rich environment to nurture their reading habits both online and offline

- To strengthen the promotion of reading, the recurrent Promotion of Reading Grant disbursed by EDB has been progressively used for the procurement of printed books and ebooks in Chinese as well as in English. Subscription to web-based reading schemes, newspapers and magazines has also been arranged to support reading activities.
- Subject-based reading schemes have been implemented as planned. To create a sustainable and self-directed reading atmosphere, the Schools has subscribed to Chinese and English e-reading platforms.
- Library visits have been arranged for S.1-3 to promote leisure reading.
- Book-sharing videos have been uploaded to the School's website to promote a reading culture among students and parents.
- To safeguard national security, book checks have been conducted by the school librarian as well as panel heads to ensure the collections were in compliance with relevant laws.
- The Library Team and the Chinese Department jointly organised the Chinese Writers Talk (呂永佳作家 - 閱讀・寫作・生活) on 19 December 2022. The event was well-received.
- The Annual Book Fair was held from 9 February to 11 February 2023 to further promote reading to learn.

(b) Assisting students' learning in subjects using a second language

- The Language Across the Curriculum (LAC) Team has collaborated with the Life & Society Department to review and implement LAC content for S.1 and S.3 students.

For S.3 Students

- Six elite students have been recruited from S.4 and S.5 as student-teachers to conduct LAC lessons for 30 students in S.3 with unsatisfactory results in the First Term Test.
- Training has been provided to student-teachers to conduct activity-based and interactive lessons. The lessons were well-received by S.3 students.
- Teaching materials have been reviewed and modified for future use.

For S.1 Students

- LAC sessions for academically-weak S.1 students have been conducted after the First Term Examination.
- Six elite students were recruited from S.4 and S.5 as student-teachers to conduct lessons for thirty students. Experienced student-teachers have conducted lessons with strategies similar to those for S.3.
- The School aims to continue this strategy as routine practice.
- The LAC Team would collaborate with the Student Affairs Mistress to support new S.1 students in the bridging course held in July 2023.
- Teaching materials covering Life & Society, History, Geography, Integrated Science and English would be reviewed to suit students' needs.

4.1.3 Strengthening students' creativity through immersion in authentic STEM-related contexts

(a) Optimising the mechanism to identify students with potentials in STEM

- The proportion of Integrated Science has been increased in the overall average score among junior forms to encourage the studying of science.
- Talented students have been identified through external standardised tests, including the Science Assessment Test, as well as internal assessments.
- Students have been selected to participate in external STEM competitions, including the Science Olympiad and International Science Quiz.
- With the Life-Wide Learning Grant, ten S.3-4 students have been selected to engage in the AI 900 courses (Microsoft) and examinations.
- S.1-3 students with potentials have participated in the online Science Self-Learning Scheme organised by EDB and local universities.

(b) Equipping students with STEM-related skills

- The I.T. Innovation Laboratory Fund has been used for the following activities:
 - ✓ Robomaster courses
 - ✓ Professional drone pilot courses
 - ✓ Lego Spike courses
 - ✓ Analysing Sports Motion by AI
 - ✓ Coffee-making with STEM
- These courses covered essential elements of STEM education, including coding, robotics, virtual reality (V.R.) and augmented reality (A.R.).

(c) Stretching students' innovative potential to solve authentic problems

- S.1-3 students have applied STEM skills in authentic contexts through participation in cross-curricular projects.
- S.3 students have created STEM-assisted game stalls and innovative products for the Fun Day to be held during the post-examination period.

(d) Widening students' horizon through visits to STEM-related organisations and places

- S.2 students will visit Science Park (The Guangdong Hong Kong-Macau GBA Youth A.I. Development Centre and SenseTime Campus) and participate in A.I. workshops during the post-examination period.
- A five-day / four-night study tour to Tokyo, Japan would be organised in late June 2023, including visits to science museums and technology companies.

4.1.4 Reflection

The impact of COVID-19 has significantly challenged traditional teaching methods worldwide. The School has demonstrated flexibility through careful, gradual resumption of face-to-face classes, ensuring students' safety while minimising disruption to their learning. The implementation of online tests during the First Term Test period for pandemic-affected classes safeguarded assessment continuity and provided students with a fair evaluation of their academic performance.

Our emphasis on support for learners' diversity has been evident through the analysis of assessment data and subsequent remedial classes. The identification of academically-weak S.1-3 students as well as the organisation of tailored remedial classes and panel-based programmes have reflected a student-centered approach. Through individualised support, we aim to bridge learning gaps and enable students to improve in their own capabilities. Similarly, pre-mock examinations, post-mock examinations and remedial classes for S.4-6 students have illustrated our commitment to continuous advancement and academic excellence.

The School has also endeavoured to foster a learning community. Cross-subject lesson observations have provided ample opportunities for professional development while informal sharing sessions have enabled a collaborative and supportive culture. The collection and sharing of National Security Education assignments have further strengthened interdisciplinary connection, encouraging teachers to incorporate important topics into their respective subjects.

To enhance language skills across subjects, the School has continued to dedicate to the development of Language Across the Curriculum (LAC) programmes. With the involvement of elite student-teachers, peer support has been enriched alongside knowledge learning. Positive feedback has highlighted the effectiveness of activity-based and interactive lessons. We intend to continue this strategy as routine practice.

To further advocate for the promotion of reading, we have offered extensive reading materials through printed books, ebooks, web-based reading schemes, newspapers as well as magazines. Subject-based reading schemes, library visits, book-sharing videos as well as diverse reading activities have aided in the reading culture on campus.

We understand that STEM education plays a vital role in preparing students for future success. The utilisation of the I.T. Innovation Laboratory Fund and Life-Wide Learning Grant has enabled comprehensive hands-on experiences while encouraging innovation. We are set to explore and expand students' potentials.

4.2 Major Concern 2: To nurture students to be responsible citizens and leaders through values education programmes and experiential learning

4.2.1 Cultivating in students a sense of national identity as well as positive values and attitudes through enriched life planning education

(a) The flag-raising ceremony is held weekly and on important occasions, including the National Security Education Day, the National Constitution Day, the National Day, the HKSAR Establishment Day as well as special school events such as the first day of school and Speech Day.

- Students across levels either attend the ceremony at the hall or watch the live broadcast in their own classrooms.
- Teachers take turns to deliver speeches under the flag. The speeches have enhanced students' knowledge on national security, national identity and Chinese culture.

(b) 全球人力資源董事會 (GIHRD) - 伯樂與千里馬

To further cultivate a sense of national identity among students, a talk titled 「受惠科教興國」 was conducted to help students understand the social and economic development in new China. Students also learned the essence of the 14th 5-year Plan, future planning towards 2035 as well as the opportunities that the Great Bay Area offers.

(c) Hall assemblies with the theme “Rejoice in Love and harmony • Commit to Perseverance in Unity”

Student Support Committee (SSC) sub-teams have delivered messages on various topics concerning the values of Love, Perseverance, Unity and Integrity. To facilitate the development of care, love and discipline, life stories and learning experience have been shared by students and teachers.

- (d) Cross-curricular programmes promoting positive values and the theme of the year, “Rejoice in Love and harmony • Commit to Perseverance in Unity” through formal and informal curricula and activities
- Moral and Civic Education Team (MCET) and Guidance Team have liaised with the panel heads and team heads of Chinese Language, English Language, Business, Accounting and Financial Studies (BAFS), and Religious Studies/Religious Affairs Team (RAT), Reading Team as well as Drama Club to organise the following thematic events:
 - ✓ Book recommendation
 - ✓ Book exhibition
 - ✓ Reading materials related to the theme of the year
- (e) Promotion of mindfulness, relaxation and the understanding of mental health during Life Planning Education lessons
- Mindfulness training sessions have been conducted during morning assemblies, Religious Studies lessons and hall assemblies.
 - A relaxation programme titled “Live Slowly” (慢慢生活) was arranged for S.6 students.
 - An activity titled 精靈寶庫車 was organised for all students.
- (f) Life Planning Education activities
- An introductory talk was conducted where 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 students.
- (g) Visits to the Hong Kong Palace Museum were organized to help students consolidate their sense of national identity.

4.2.2 Developing students’ leadership skills and multiple talents through service to the School and community

- (a) “My Assets” Workshop for S.1
- It was organized by the Hong Kong Federation of Youth Groups to help students realize their character, attitude and skills. Students also learnt to appreciate and respect the uniqueness of others.
- (b) Outward Bound Training for S.4
- A five-day / four-night leadership training camp was organized with Hong Kong Outward Bound for S.4 students. Students developed confidence as well as social, problem-solving and leadership skills.
- (c) Leadership Training by 全球人力資源董事會 (GIHRD) - 伯樂與千里馬 with the themes of 「各有能力」 and 「軟實力」
- Students learnt about conceptual skills from administrative leaders, as well as the attitudes and skills required to lead extra-curricular activities.
- (d) Leadership training and duties of Prefects and Guidance Prefects
- The virtues, Love, Unity, Perseverance and Integrity, have been incorporated. Training included service learning inside and outside school. Workshops and activities focused on personal growth, empathy and effective communication.
 - While Prefects have worked towards maintaining discipline, Guidance Prefects have been trained to promote awareness of mental health and a caring culture on campus.

(e) Service Learning for S.1 and S.2

Students have learnt to serve others and those they love through while developing a positive identity in family, school and society.

(f) Volunteer service for S.3

SSC sub-teams collaborated with Caritas to organize volunteer service for S.3 students. Students formed different groups and established targets for the service. They learnt to organise activities for different social groups, including the elderly, children and low-income families.

(g) Strength-based Programme

To develop multiple talents through organizing workshops, students were offered opportunities to actualize their potentials through servicing the School. Workshops covered STEM and design. Students also shared their experiences during morning assemblies.

4.2.3 Encouraging students to explore opportunities for future career pathways through formal and informal curricula

(a) Mentorship Scheme - “Strive for Excellence”

Guidance Team collaborated with Careers Team and Student Affairs Team to conduct the Mentorship Scheme. It aimed to provide students with support and guidance on studies and career planning.

- Mentors included class teachers, subject teachers and SSC teachers. Guidance, advice and study skills were offered to mentees.
- For S.1-3, class teachers provided support and guidance to students according to their study plans and goals.
- For S.3, consultation and advice were offered to facilitate their selection of S.4 elective subjects.
- For S.4-6, mentors advised on study plans, JUPAS choices and preparation for HKDSE.
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(b) Study tours and field trips to the Great Bay Area and other parts of the Mainland have been organised to help students explore career options as well as academic aspirations.

(c) To celebrate the School’s 65th Anniversary, distinguished alumni have been invited to deliver talks. Through the sharing of experiences and encouragement, students have learnt to pursue their dreams in face of challenges.

4.2.4 Nurturing spiritual development in students by enhancing pastoral care and practicing the essence of the Gospel

(a) School Opening Mass

The School Opening Mass was held at the Cathedral of the Immaculate Conception. Students from the primary and secondary sections attended the Mass together. Led by Rev. Dominic Chan, the congregation prayed for God’s guidance and protection in the new school year.

(b) Alpha Course

Students were trained to be future cell group leaders in the Alpha Course. They learnt and practised leadership skills for religious groups and activities.

(c) Legion of Mary

Weekly meetings of Legion of Mary have been held in the Prayer Room. Members and advisors reflect on Readings, share their spiritual life and pray together. Students are

recruited to participate in the activities and volunteer services organised by Legion of Mary and the Cathedral.

(d) Caritas Bazaar

S.4 students produced items during Religious Studies lessons. The items were sold at the Carits Bazaar on 26-27 November 2022 to raise funds for the poor.

(e) Order of Malta

Eight students have been recruited to participate in the services organized by the Order of Malta. They have helped organise four activities for the disabled and underprivileged families.

(f) 65th Anniversary Thanksgiving Mass

The secondary, primary and kindergarten sections attended the Thanksgiving Mass on 5 May 2023 to give thanks for God's guidance and protection during these 65 years. The Most Reverend, Stephen Chow Sau Yan, S.J., Bishop of the Catholic Diocese of Hong Kong, presided over the Mass.

4.2.5 Reflection

To maintain a safe learning environment, the campus patrolling system has been refined. Teaching and non-teaching staff have been assigned duties to patrol during school hours as well as before and after school. We are set to identify risks at the earliest possible opportunity and respond responsibly.

The School has adopted a multi-pronged, coordinated approach to promote National Education holistically through related subjects, values education as well as learning activities within and beyond the classroom. Apart from weekly flag-raising ceremonies and speeches under the flag, talks, visits to the Hong Kong Palace Museum, Chinese Calligraphy Workshop and an excursion to the former Sham Shui Po Service Reservoir have been organised to promote Chinese culture and virtues, enhancing students' sense of national identity.

With concerted effort of staff, alumni, parents and students, a multitude of school activities and celebratory events for the 65th Anniversary have been held. These included the Blessing cum Opening Ceremony of the Chinese & Foreign Cultural Relics Gallery, Annual Sports Meet, Distinguished Alumni Lecture Series, 65th Anniversary Thanksgiving Mass cum Lunch Reception and Swimming Gala. Upcoming events will take place from June to December 2023, including the Distinguished Alumni Lecture Series (Part II), "Walk in Unity" and Open Days.

With the generous support from alumni and the Parent-Teacher Association, the School has conducted specialised programmes, including careers and life planning talks, parents' workshops on examination skills and cyber security, as well as parent-child cooking classes, to accommodate the needs of parents and students.

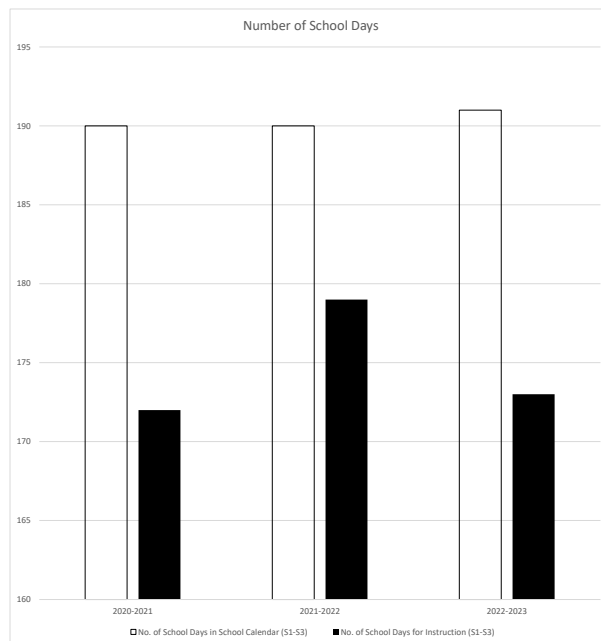
Grounded on the foundation of the Catholic core values, the Student Support Committee has dedicated to building a loving learning environment to enable students to strive for excellence. Various support programmes have been organised for students across levels and with different needs. Students have grown holistically and developed self-discipline, a sense of responsibility as well as leadership. In addition, programmes on positive and values education have been devised to enhance students' physical and mental well-being. The School's effort has been recognised by the Education Bureau and non-profit-making organizations. We have been awarded the Caring School Award 2022, the 25th Yan Chai

Hospital Moral and Civic Education Fund as well as the Hi-Five Student Engagement Award.

Owing to the generosity of Mr. Marco Fu Ka Chun, distinguished alumnus and world-renowned professional snooker player, the School has been equipped with a top-of-the-line snooker table. The newly-opened E-Sports Gallery offers alternative sports with STEM elements through the online bike-racing area, Kara AI Fitness Mirror and Guz Electronic Dartboard. With the easing of anti-pandemic measures, the School has prepared study tours, sports training and cultural exchange programmes to the Mainland, Singapore and Japan. We endeavour to providing the best learning experiences to our students.

5. Learning and Teaching

5.1 Number of Active School Days

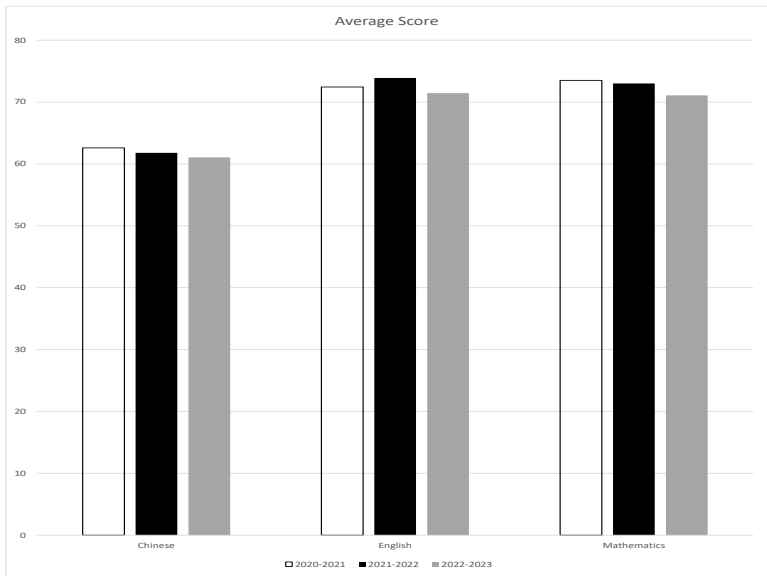


5.2 Lesson Time for the 8 Key Learning Areas, Religious & Moral Education

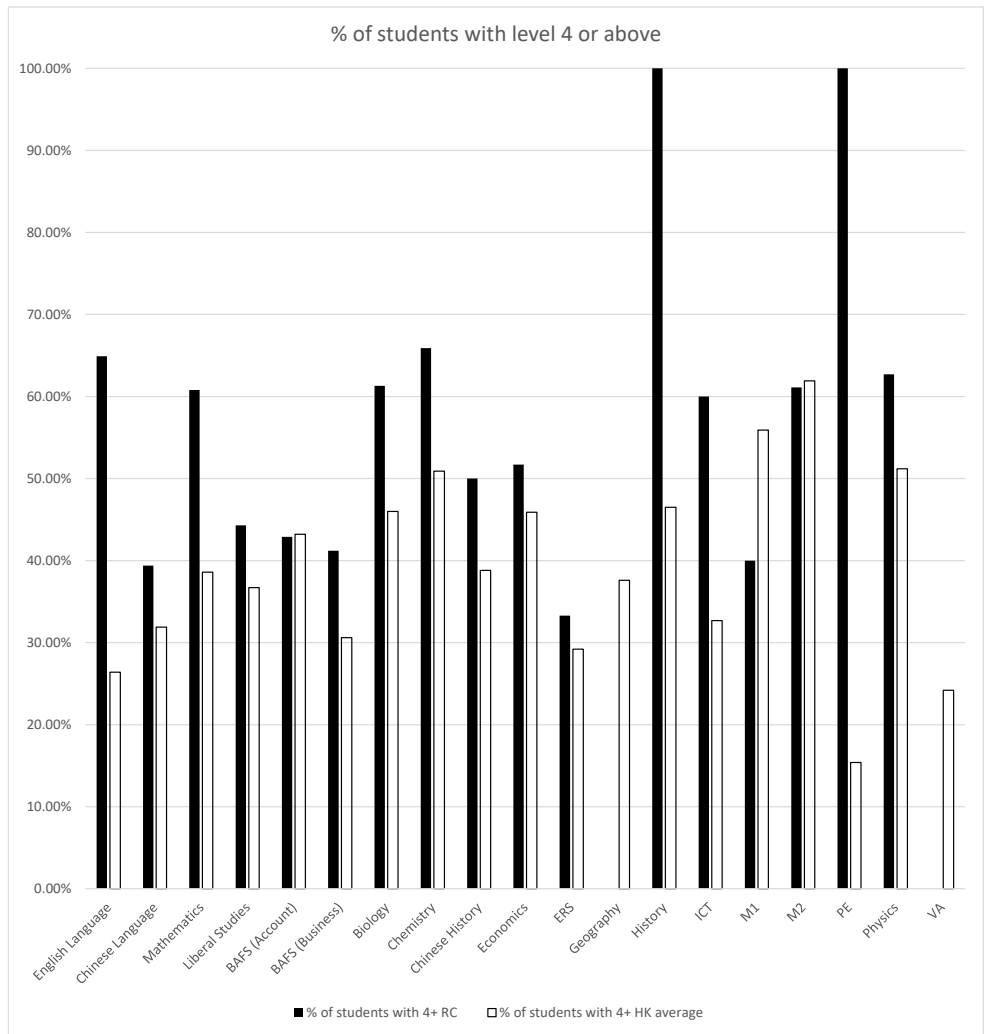


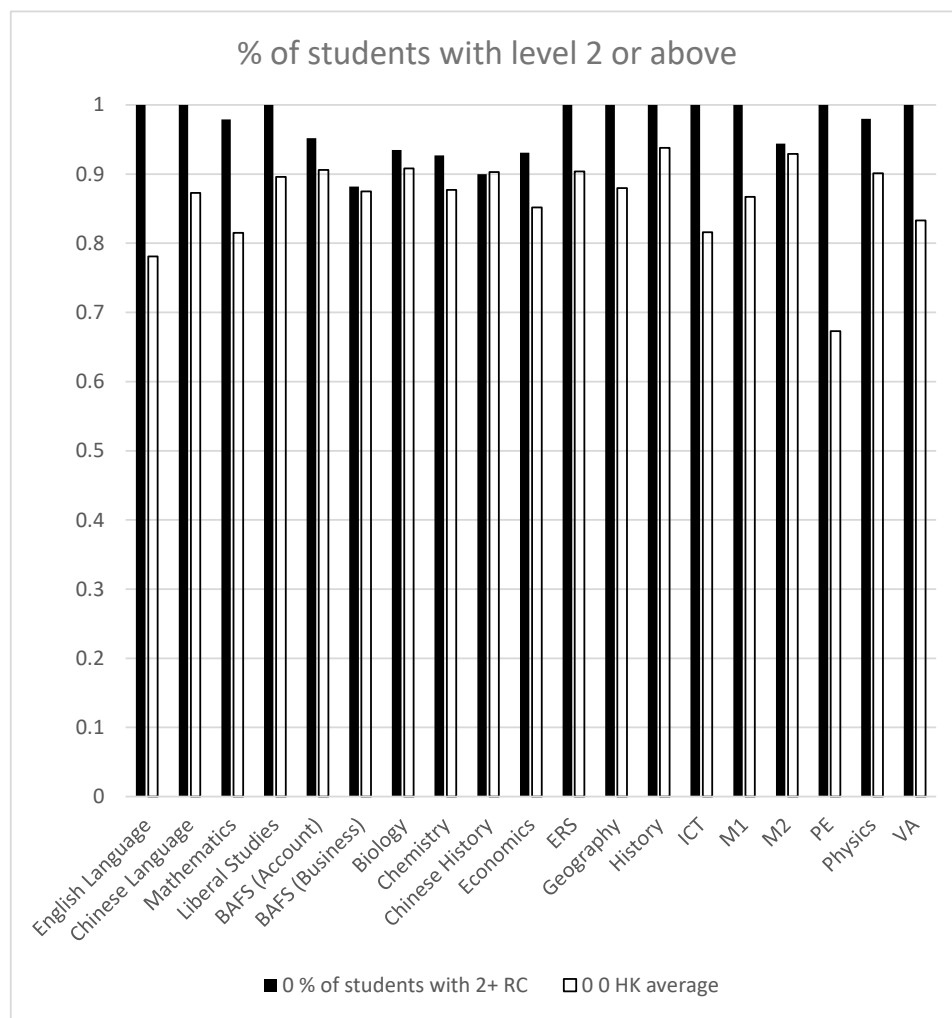
6. Student Performance

6.1 HKAT (Pre-S.1)



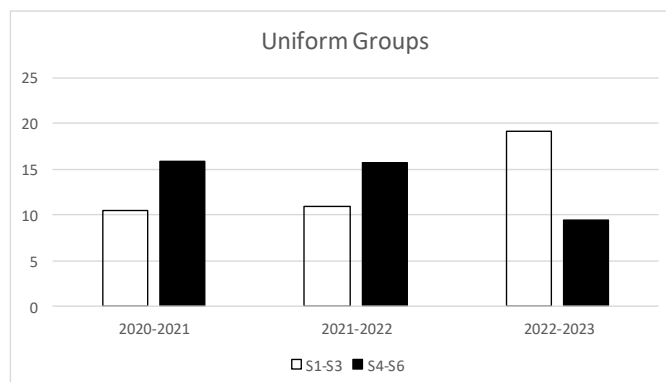
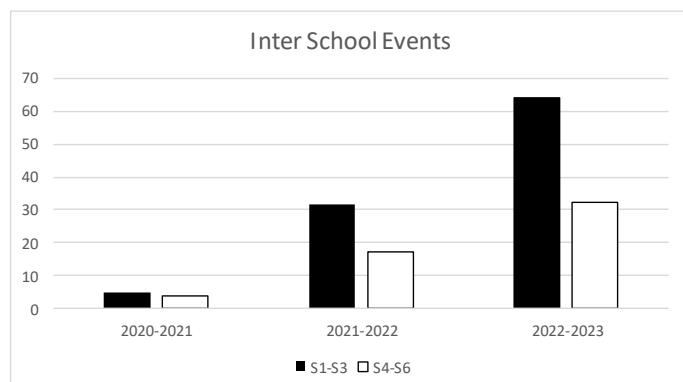
6.2 2023 Hong Kong Diploma of Secondary Education Examination





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	184
Hong Kong Schools Music Festival	46
Hong Kong Schools Speech Festival	29
Scouts	46
Hong Kong Red Cross Youth Unit 7	33



7. Staff Development

7.1 On average, 54.3 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 Day	Date	Highlights
1 st Staff Development Day: Team Building Activities & Visit	7/10/2022	<ul style="list-style-type: none">Teachers were positive about team building activities.Teachers also found the 2nd session, 從文物看中國歷史, highly informative
2 nd Staff Development Day: Team Building	16/12/2022	<ul style="list-style-type: none">Teachers found the workshop, 團結的秘密—知人知心的溝通方法, interesting.There were rooms for improvement: (1) more activities for teachers; (2) facilitators can be involved more in activities, providing more detailed advice and guidance.
Catholic School Teachers' Day	25/05/2023	<ul style="list-style-type: none">Teachers found the programme inspiring.
3 rd Staff Development Day	28/06/2023	<ul style="list-style-type: none">Most teachers found Ms. Ip's updates on ESR practice highly relevant and useful.

7.3 Newly-Joint Teachers

- By Mid-April 2023, all newly-joint teachers have completed at least one Basic Law, Advanced Basic Law or National Security Education courses offered by the Education Bureau.
- Newly-Joint Teachers also completed Core 1 courses and some of them are taking the Core 2 courses at the moment. Some subject teachers have completed courses on their main teaching subjects.
- Five sessions of e-learning workshops were conducted for new teachers. New teachers found the workshops useful for their teaching.

7.4 New Teachers Mentorship Scheme

Workshops were organized regarding classroom management. Teachers engaged in case studies.

7.5 In-Service Teachers

- By early June 2023, 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.
- Our teaching staff are aware of the policies related to National Security Education and the Professional Ladder Framework. All of them have completed Basic Law courses.

7.6 Catholic School Leadership Programme

Two visiting teachers found the programme very informative and helpful. We focused on providing them with experiences in areas of English teaching as well as careers and guidance.

8. **Evaluation Report for Capacity Enhancement Grant 2022-2023**

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"> Students actively participated in music and sports competitions and activities Students were awarded prizes 	<u>Music Instructors / Conductors:</u> \$136,850 <u>Sports trainers:</u> \$29,550
Curriculum Development and Interactive Learning	<ul style="list-style-type: none"> To recruit teachers to help students develop their language abilities To provide students with an interactive classroom 	<ul style="list-style-type: none"> Enhanced students' participation in classroom activities Improved learning atmosphere and performance 	<u>2 Language Teachers:</u> \$459,180

Total Expenditure: \$625,580

9. Evaluation Report for Diversity Learning Grant 2022-2023

Programme	Objective	Target	Duration / Start Date	Deliverable	Evaluation	Expenditure
English Language	To enhance students' skills in English debate	<ul style="list-style-type: none"> • 20 S.4 & S.5 students • Nominated by English teachers 	First Term	<ul style="list-style-type: none"> • Students' debating skills facilitated 	<ul style="list-style-type: none"> • Attendance was high • Students have improved their debating skills 	\$14,025
	To enhance students' English usage through Drama Activities	<ul style="list-style-type: none"> • 20 S.4 & S.5 students • Nominated by English teachers 	Whole Year	<ul style="list-style-type: none"> • Students' English usage facilitated 	<ul style="list-style-type: none"> • Attendance was high • Students were more confident in communicating in English 	\$33,750
Chinese Language	To improve students' ability in Chinese debate	<ul style="list-style-type: none"> • 10 S.5 & S.6 students • Nominated by Chinese teachers 	Whole Year	<ul style="list-style-type: none"> • Students mastery of Chinese debate skills was polished 	<ul style="list-style-type: none"> • Attendance was high • Students have improved their debating skills 	\$4,000
Enrichment Programme for S.6 Students	To improve students' performance in HKDSE	<ul style="list-style-type: none"> • 20 S.6 students • Nominated by teachers from different subjects 	First Term	<ul style="list-style-type: none"> • Students' examination skills were polished 	<ul style="list-style-type: none"> • Attendance was high • Students' performance in HKDSE has improved 	\$21,600

Religious Programme	To Nurture Spiritual Development	<ul style="list-style-type: none"> Groups of S.4-S.6 students (Event-based) 	Whole Year	<ul style="list-style-type: none"> Students were given opportunities for spiritual development 	<ul style="list-style-type: none"> Attendance was high Students enjoyed the programmes 	\$39,123
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Total Expenditure: \$112,498

10. Evaluation Report for Life-wide Learning Grant 2022-2023

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

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	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													
1	Inter-house competitions (Athletic Meet and Swimming Gala)	Dec 2022, May 2023	All studetns	700	\$24,131.10	\$34.47	E7	Physical Education	House committee prepared materials for inter-house competitions	v		v		
2	School Picnic	2 Dec	All students	700	\$102,842.00	\$146.92	E1, E2	Cross-Disciplinary (Others)	All students participated		v	v		v
3	心靈教育- 1. 聯校學生培訓營 2. 親子社區服務	11/2022	S1	15	\$3,765.90	\$251.06	E1, E7	Values Education	15名學生及2位導師出席營會		v		v	
4	Programme and activities about Chinese culture	Whole year	All students	700	\$12,748.00	\$18.21	E5	Chinese Language	Students visited Palace Museum, participated Chinese painting class, 文人四藝講座, 變臉表演及工作坊 e.g)	v				
5	Visits or science-related activities	Whole year	All students	100	\$1,800.00	\$18.00	E2	Science	30 students visit V-Park in 30/6/2023	v				
6	1. Digital art workshop & Purchase equipment and software for Digital art workshop 2. Mural painting Project 3. Muscum and exhibition Visit 4. Props making workshop	1st term	All students	20	\$19,680.00	\$984.00	E1, E6	Arts (Visual Arts)	Clay workshop, Chinese paper-cut workshop and Cheongsam workshop were held.		v	v		
7	A course on learning AI and getting a certificate.	2nd term	S3-S4	15	-	-		Cross-Disciplinary (STEM)	因時間未能配合而取消	v				
8	An excursion to different historical sites	Mid-November 2022; March 2023; May 2023	All students	17	\$700.00	\$41.18	E2	Citizenship and Social Development	17 students and 2 teachers visited Ex-Sham Shui Po Service Reservoir		v			
9	青協中五「DISC Profile」工作坊	上學期	全級中五	100	\$7,200.00	\$72.00	E1	Cross-Disciplinary (Career)	全級中五學生參與工作坊	v	v			
10	S6 Morale Boosting	上學期	全級中六	100	\$950.00	\$9.50	E7	Cross-Disciplinary (Career)	為中六學生打氣印製banner	v	v			

11	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	E1	Cross-Disciplinary (Career)	全級中六學生參與，機構邀請大學嘉賓為中六學生作模擬面試					v
12	仁愛堂職業探索工作坊	下學期	全級中四	113	\$16,320.00	\$144.42	E1	Cross-Disciplinary (Career)	全級中四學生參與由仁愛堂提供的工作坊	v	v			v
13	My Assets 工作坊(兩次)	19/4/2023 & 27/4/2023	全級中二	136	\$16,200.00	\$119.12	E1	Cross-Disciplinary (Career)	全級中二學生參與由青協提供的活動	v	v			
14	生涯規劃 桌遊	下學期	全級中四	113	-	-		Cross-Disciplinary (Career)	因未能選購合適桌上遊戲而取消活動	v	v			
15	青協 - 創變者社會創新之旅	下學期	升學組大使	2	\$1,600.00	\$800.00	E6	Cross-Disciplinary (Career)	兩位中三學生參與活動，包括培訓工作坊、大灣區考察及成果分享會	v	v			
16	社企活動體驗 - 黑暗中對話	下學期	全級中三	108	\$27,750.00	\$256.94	E1	Cross-Disciplinary (Career)	全級中三同學參與活動。機構到校舉行，同學從中體會視障人士需要	v	v			v
17	English Debate regular training sessions, preparation for inter-school competitions	Whole year	S1 -S5	100	\$16,200.00	\$162.00	E1, E5	English Language	Debate workshop and debate contest coaching	v	v			
18	Drama show for junior form students during English Week	Feb-23	S1 -S3	375	\$13,000.00	\$34.67	E1	English Language	S3 students watched the drama show in Karl Hall	v	v			
19	Visit SenseTime A.I. Campus with workshop	Jul-23	S2	136	\$36,600.00	\$269.12	E1, E2	Science	S2 students visited the A.I. company with workshop in Science Park	v				

20	Instrumental Training Program	Whole year	S1 -S5	60	\$126,457.50	\$2,107.63	E5	Arts (Music)	Violin, viola, cello, flute, french horn, lower brass, percussion, clarinet, double reed, saxophone, trumpet classes were held	v		v		
21	S4 Fashion Show	2nd term	S4	113	\$14,800.00	\$130.97	E1	Arts (Others)	Chinese knot workshop for S4 students to design and make their product	v		v		

22	Subsidy for S4 students to attend Outward Bound Training Course at the beginning of school year in 2023-24.	18/9/2023 - 22/9/2023 (5 days-4nights)	S4	110	\$281,880.00	\$2,562.55	E2, E6	Leadership Training	82 S4 students completed the 5 days camp. Positive feedback from students. Log books were collected for evaluation.	v	v	v
23	Leadership training courses / camps	Whole year	S3 - S5	350	\$19,662.00	\$56.18	E1, E7	Leadership Training	Trainings included Prefect camp, Red Cross Camp, Career Team Training Camp and Social Skill Activities	v	v	v
24	Subsidy for interest classes	Whole year	All students	40	\$11,880.00	\$297.00	E1	Cross-Disciplinary (Others)	Dance class and Snooker class were held	v	v	v
25	Set up an E-sports Gallery in Karl Hall	Whole year	All students	700	\$83,100.00	\$118.71	E7	Physical Education	Fitness Mirror and Electronic Dartboards were set up in E-sports Gallery.	v	v	v
26	Subsidy for sports training	Whole year	All school teams members	200	\$335,715.00	\$1,678.58	E5	Physical Education	Squash, Badminton, Athletic, Basketball, Cross-country, Swimming, Bowling, Football, Volleyball, Table tennis school teams training. Around 200 students joined the trainings	v	v	v
27	S1 Adaptation Program	8-9/2023	S1	136	\$4,368.00	\$32.12	E1, E2	Cross-Disciplinary (Leadership and Value Education)	112 students joined the 3 days 2 nights camp. Positive feedback from students through evaluation form	v	v	
28	中文朗誦及辯論訓練	Whole year	All students	50	\$4,085.00	\$81.70	E1, E5	Chinese Language	中文辯論及朗誦訓練、辯論及朗誦比賽報名費	v		
29	S1 Adventure Camp	July 2023	S1	120	\$11,950.00	\$99.58	E1, E2	Cross-Disciplinary (Leadership and Value Education)	127 S1 students joined the 3 days 2 nights camp	v	v	

30	話劇欣賞-《我們的青春日誌》	3/4/2023	Drama Club members	6	\$1,375.00	\$229.17	E1	Others, please specify: Interest	Teacher and 6 students watched the drama show	v				v
31	咖啡沖調綜合課程	30/11-20/12 & 28/4 - 17/5	All students	20	\$45,570.00	\$2,278.50	E1, E7	Others, please specify: Interest	20 students joined the workshops	v				v
32	Airsoft Club War Game Activity	26/11/2022 & 26/2/2023	S1-S6 Airsoft Club members	55	\$14,646.00	\$266.29	E1	Others, please specify: Interest	Two war game activities were held	v		v		
33	新興運動體驗日	13/12/2023	All students (who cannot join Athletic Meet)	20	\$9,000.00	\$450.00	E1	Physical Education	20 students who cannot join Athletic Meet due to Vaccin Pass requirement, participated this event at school.	v				
34	LEGO及領袖訓練活動	14/12/2023	All students (who cannot join Athletic Meet)	20	\$7,500.00	\$375.00	E1	Leadership Training	20 students who cannot join Athletic Meet due to Vaccin Pass requirement, participated this event at school.	v				
35	7-11 Business Visit	28/2/2023	S4-S6	20	\$1,050.00	\$52.50	E2	Cross-Disciplinary (Business & Career)	20 business elective students visited 7-11 company	v				v

36	STEM Courses and Competitions	Whole year	All students	100	\$164,270.00	\$1,642.70	E1, E7	Cross-Disciplinary (STEM)	100 students participated STEM related courses and competitions, e.g. Microbit, RoboMaster, Minecraft	v				
37	3D Printer Workshop	2nd term	All students	12	\$74,436.00	\$6,203.00	E1, E7	Cross-Disciplinary (STEM)	12 students participated the workshop	v				
38	STEAM program (AI Nature)	1st term	S2-S4	20	\$138.00	\$6.90	E7	Cross-Disciplinary (STEM)	20 students participated the program	v				
39	Video and Photography Club Activities	Whole year	S1-S6 VPC members	30	\$115,332.00	\$3,844.40	E1, E7	Others, please specify: Interest	Around 30 VPC members took photos and videos in school major functions	v		v		

(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1				5,832	\$1,643,701.50									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	STEM Study Tour to Tokyo	25/6/2023 - 29/6/2023	All students	30	\$202,992.00	\$6,766.40	E3, E4	Cross-Disciplinary (STEM)	30 students and 3 teachers joined the tour	v				v
2	English & MCET Study Tour to Singapore	24/7/2023 - 28/7/2023	All students	20	\$117,756.00	\$5,887.80	E3, E4	Cross-Disciplinary (English & MCET)	20 students and 2 teachers joined the tour	v				v
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				50	\$320,748.00									
Expenses for Category 1				5,882	\$1,964,449.50									

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

No.	Item	Purpose	Actual Expenses (\$)
1	Inbody 270 Body Composition Scale	To provide comprehensive health data for students.	\$48,280.00
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	Table Football (4 sets)	To provide alternative activities for students and develop their interest	\$31,320.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$128,750.00
Expenses for Categories 1 & 2			\$2,093,199.50

Category 3: Number of Student Beneficiaries

Total number of students in the school:	688
Number of student beneficiaries:	688
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Ng Yau Kan
Post of Contact Person for LWL:	ECA Mistress

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

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2 Transportation fees	
E3 Fees for non-local exchange activities / competitions (students)	E7 Purchase of equipment, instruments, tools, devices, consumables
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E8 Purchase of learning resources (e.g. educational softwares, resource packs)
E5 Fees for hiring expert / professionals / coaches	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 (2022/23學年)

[須於2023年11月30日或之前提交]

高主教書院

致：教育局非華語學生支援及教育統籌委員會事務組 (第一組)

(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。本校亦已在2022/23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2022/23學年的總結報告已獲校董會通過。
- ☒ 本校2022/23學年的總結報告已獲法團校董會通過。
- ☐ 本校2022/23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 4 名教授非華語學生的中文科教師當中，已有 2 名曾在2022/23學年接受相關培訓：(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
- ☐ 為期數日有關教授中文作為第二語言的短期課程
- ☒ 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」
- ☐ 「教授中文作為第二語言專業進修津貼計劃」² 下的認可課程
- ☐ 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。

2：「教授中文作為第二語言專業進修津貼計劃」下的認可課程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)」。

- (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2022/23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2022/23學年沒有參加相關校本支援計劃

- (iv) 在2022/23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 / 循環週 / 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2022/23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：(請說明有關出版社及教材名稱)
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2022/23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 (2022/23學年)第8項匯入】

- (i) ☒ 本校大致按照提交的「學校計劃 (2022/23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2022/23學年推行的密集中文學習模式與提交的學校計劃 (2022/23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：

- (iii) ☐ 本校在2023年暑假期間舉辦校本暑期銜接課程。該課程只教授中國語文，詳情如下：

跨級分組 (以✓表示)	年級 (2023/24學年)	參與學生人數	陪同子女上課及 / 或參與學習活動的家長人數	時數 (小時)	舉辦課程的方式 (可選取多於一項)	相關開支 (可選取多於一項，並按需要在第16及 / 或第18項列明)
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5. 除了在學年結束前及 / 或下學年開始時使用《中國語文校內評估工具—非華語學生適用》(《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2022/23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 <input checked="" type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	<u>能理解閱讀材料的內容大意</u>
高中：	<input type="checkbox"/> 有明顯進步 <input checked="" type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	<u>能理解閱讀材料的內容大意</u>
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 <input checked="" type="checkbox"/> 略有進步 <input type="checkbox"/> 沒有進步 <input type="checkbox"/> 沒有非華語學生	<u>能就熟悉事物寫文章</u>

高中：
☐ 有明顯進步
☒ 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：
☐ 有明顯進步
☒ 略有進步
☐ 沒有進步
☐ 沒有非華語學生

高中：
☐ 有明顯進步
☒ 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2022/23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) 19 名
(b) 在中文課堂與華語同儕同班的非華語學生人數	(b) 0 名
- 大致能應付課堂學習的非華語學生人數	() 名
- 暫時仍未能追上華語同儕的非華語學生人數	() 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) 19 名
- 大致能追上高能力華語同儕的非華語學生人數	() 0 名
- 大致能追上中能力華語同儕的非華語學生人數	() 0 名
- 大致能追上低能力華語同儕的非華語學生人數	() 0 名
- 暫時仍未能追上華語同儕的非華語學生人數	() 19 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2022/23學年約有 0 名非華語學生已銜接主流中文課堂。

另外，約 2 名非華語學生預計可望在2023/24學年或隨後數年內銜接主流中文課堂：

1年內 (2023/24學年內)：	0 名
1至2年 (2024/25學年內)：	0 名
2至3年 (2025/26學年內)：	2 名
3至4年 (2026/27學年內)：	0 名
多於4年 (2027/28學年或之後)：	0 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 ³

(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

3 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2022/23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2022/23學年就讀中四至中六的非華語學生人數	5	4	3
(i) 已參加 / 計劃參加香港中學文憑 (中國語文科) 考試：			
(ii) 在2022/23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)	5	4	3
• 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：	5	4	3

[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。]

☒ 其他（請說明）：課外活動幹事,非華語學童小組

15. 在2022/23學年，除了在《學校概覽》提供相關支援措施的資料外⁴，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（2022/23學年）在2023年11月30日或之前上載本校網頁（只適用於2022/23學年獲額外撥款的學校）⁵
（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⁶（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）：_____

⁵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。

⁶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2022/23學年所獲的額外撥款為:(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)⁷。本校在2022/23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: 中文,英文) 全職教師 2 名 ⁸ , 及全職教學助理 0 名 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: <input checked="" type="checkbox"/> 教師 教授非華語學生中文的額外教學工作, 每週 / 循環週 46 節 <input type="checkbox"/> 教學助理 協助 / 支援非華語學生學習中文, 每週 / 循環週 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 / 循環週 2 節 <input type="checkbox"/> 共同備課 (年級:), 每週 / 循環週 節 <input checked="" type="checkbox"/> 建構共融校園 <input checked="" type="checkbox"/> 安排共融活動, 每週 / 循環週 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 / 循環週 2 節 <input type="checkbox"/> 其他相關工作 (請說明):	教師薪金總計: 637,530 元 ⁹ 教學助理薪金總計: 0 元 ⁹

⁷ 2021/22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。

⁸ 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。

⁹ 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"/> 聘請全職不同種族的助理 _____ 名 ⁸ , 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 / 循環週 _____ 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： _____ 9 元						
<input type="checkbox"/> 支援課後中文學習： <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）： _____ _____ <input type="checkbox"/> 舉辦校本暑期銜接課程（請簡述內容）： _____ _____ <input type="checkbox"/> 其他（請簡述內容）： _____ _____	_____ 元 _____ 元 _____ 元						
<input checked="" type="checkbox"/> 購買 / 發展教學資源（請簡述有關資源及其用途）： <table><thead><tr><th>資源</th><th>用途</th><th>開支（元）</th></tr></thead><tbody><tr><td>智愛中文平台</td><td>鼓勵學生網上閱讀合適的中文閱讀材料</td><td>15800</td></tr></tbody></table>	資源	用途	開支（元）	智愛中文平台	鼓勵學生網上閱讀合適的中文閱讀材料	15800	15,800 元
資源	用途	開支（元）					
智愛中文平台	鼓勵學生網上閱讀合適的中文閱讀材料	15800					
<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、主要內容及實際開支）： <table><thead><tr><th>活動名稱</th><th>內容</th><th>開支（元）</th></tr></thead><tbody><tr><td></td><td></td><td>0</td></tr></tbody></table>	活動名稱	內容	開支（元）			0	_____ 元 _____ 元 0 元
活動名稱	內容	開支（元）					
		0					

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=	653,330 元(C)
2022/23學年的累積結餘 [(A)+(B)-(C)]=	243,370 元(D) ¹⁰
2022/23學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]=	29.68 %

¹⁰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(D) 243370.00 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2022/23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2022/23學年的經驗，並就非華語學生的中文學習表現，擬備2023/24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：

[適用於過去獲提供約80萬至約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：

抽離學習引致非華語學生與華語學生接觸較少。未來不嘗試多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 2023/24 學年沒有獲約80萬至約150萬元額外撥款的學

本校在2023/24學年錄取少於10名非華語學生，未能繼續獲約80萬至約150萬元額外撥款。

會善用2022/23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 工作概要： _____	_____ 元
聘請額外教學助理 _____ 名 工作概要： _____	_____ 元
聘請不同種族的助理 _____ 名 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,原本安排非華語學生參與的社區服務活動取消。

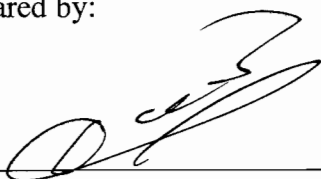
本校確保以上支援非華語學生的中文學與教及建構共融校園的安排,符合現行的香港法例(包括《教育條例》和《種族歧視條例》等),以及教育局不時修訂的相關通告和指引。本校亦已遵照教育局通告第8/2014號有關「改善非華語學生的中文學與教」及第8/2020號有關「加強支援非華語學生的中文學與教新撥款安排」的要求,確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信,本報告一切內容均屬全面、完整及真確。

校監簽署	:	
校監姓名	:	盧詠琴
統籌教師姓名	:	廖嘉儀
統籌教師電郵	:	kyluu@raimondi.edu.hk
學校名稱	:	高主教書院
學校電話	:	25222159
日期	:	2023 年 10 月 16 日

12. Financial Summary

	INCOME	EXPENDITURE
I. GOVERNMENT FUNDS		
• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen)	\$3,926,737.97	\$3,878,608.38
• Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)	\$654,502.00	\$625,580.00
• Composite IT Grant	\$503,136.00	\$476,879.26
• Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, furniture and equipment, etc.)	\$2,088,054.97	\$2,086,633.52
• Life-wide Learning Grant	\$1,195,413.00	\$2,093,199.50
• Non-Chinese Speaking Student Grant	\$820,000.00	\$653,330.00
• Other Grants (including Air-conditioning Grant and Lift Maintenance, etc.)	\$531,314.00	\$312,876.00
• Promotion of Reading Grant	\$63,982.00	\$29,775.66
• Senior Secondary Curriculum Support Grant	\$8,040.00	\$36,348.30
II. SCHOOL FUNDS (GENERAL FUNDS):		
• Tong Fai	\$1,474,814.51	\$1,353,513.05
• Donations	\$745,000.00	\$702,435.00
	<u>\$12,010,994.45</u>	<u>\$12,248,878.67</u>

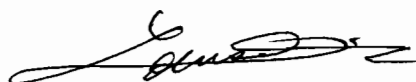
Prepared by:



Mr. Larry Yeung S.T.
Principal

Date: 15 October 2023

Endorsed by:



Ms. Lo Wing Kum, Louisa
Supervisor