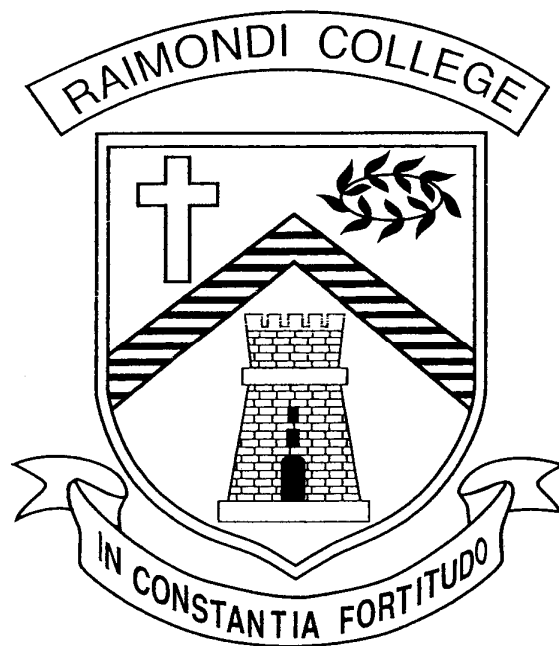


# **RAIMONDI COLLEGE SECONDARY SECTION**



## **SCHOOL DEVELOPMENT PLAN 2021 - 2024**

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## **I. School Mission Statement**

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

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

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

## **II. Major Concerns for 2021 - 2024**

1. To reinforce an interactive and technology-driven pedagogy for a more engaging learning environment that enhances learning effectiveness
  - 1.1 Creating a self-regulated learning environment progressively in junior forms through optimizing pedagogies and e-learning
  - 1.2 Strengthening students' language skills to enable application across the curriculum
  - 1.3 Empowering students with STEM-related knowledge and generic skills to enhance students' potential in innovation through learning activities in authentic contexts
  
2. To develop positive thinking in students through upholding the values of love, perseverance and integrity
  - 2.1 Equipping students with positive qualities and attributes through values education to foster whole-person development
  - 2.2 Developing students' leadership skills and stretching their diverse potential through service learning
  - 2.3 Encouraging students to explore opportunities for lifelong learning and multiple career pathways through formal and informal curricula

### III. Effectiveness of the Previous School Development Plan

Major Concerns	Extent of targets achieved	Remark and follow-up action
1. To transform students into inquisitive and language competent learners who collaborate in forming effective learning communities	Mostly achieved	<ul style="list-style-type: none"> <li>● Online platforms (e.g. GoFormative, Quizlets) have been extensively used to engage students in interactive learning in class. Mobile devices with internet connection also facilitated collaboration and inquiry-based learning. The use of teaching videos, together with the Flipped Classroom Learning Model, further extended students' learning beyond classrooms. We will strengthen the school's online learning resources to provide a favourable environment for self-regulated learning.</li> <li>● Although the D.E.A.R. (Drop Everything AND Read) programme was suspended during the pandemic due to the adoption of the special timetable, students were encouraged to read in different ways, including online reading platforms (e.g. Kan Kan), e-Library as well as RC Booktuber. The language-across-the-curriculum (LAC) programme infused reading and writing skills into different subject contexts, enhancing students' ability to apply language skills in diversified situations. The school will consolidate students' reading skills by strengthening reading programmes across different subjects.</li> <li>● School facilities have been improved progressively to facilitate STEM education. Cross-curricula projects have been conducted by students, inspiring integration and application of STEM-related knowledge and skills in problem-solving. We will optimize the framework of these projects and further enhance STEM-related infrastructures to stretch students' potential in innovation through STEM education.</li> </ul>
2. To cultivate students' positive values and deepen their understanding of the Chinese culture and history for whole person development and lifelong learning	Partly achieved	<ul style="list-style-type: none"> <li>● Face-to-face classes were majorly limited due to the disruption from social unrest and the COVID-19 pandemic since 2019. The majority of hall assemblies, developmental programmes and activities were also suspended. Teaching, as well as some of the Life Planning Education lessons and programmes, were mostly conducted online. Student support programmes had been markedly impacted.</li> <li>● However, mentorship programmes for S.3 and S.6 were completed once face-to-face classes resumed. Consultation and guidance were offered to S.3 students on elective choices for promotion to S.4 and to S.6 students on preparation for HKDSE and JUPAS choices for university programmes.</li> <li>● With concerted effort of SSC teams, class teachers and mentors, S.6 students attained remarkable DSE results this year.</li> <li>● "Love, Perseverance and Integrity" are chosen as the core values for 2021-2024 as the teaching of core values had not been fully implemented in the past school year.</li> </ul>

## **IV. SWOT Analysis**

### **1. Strengths**

- Students demonstrate good learning abilities and communication skills, enabling them to participate actively in classroom learning.
- Teachers are experienced and enthusiastic. They are open-minded and ready to adopt new teaching approaches and instructional technologies.
- The school supports and promotes the development of new instructional practices and sharing of professional experiences.
- Teachers have good relationships with students. They are caring and genuinely concerned about students' development in various aspects.
- Students learn about different aspects of school life beyond the classroom. They take a substantial and active part in extra-curricular and co-curricular activities.
- The Parent-Teacher Association and the Alumni Association are highly supportive to the school. All stakeholders are committed to the well-being of students.
- Student support teams are well-established and well-organized to cater to students' needs.

### **2. Weaknesses**

- There are rooms for improvement in students' initiative and self-directedness towards learning.
- While students show interests in reading, their reading habit can be further nurtured.
- Significant learning diversities are observed in some classes.
- Students' needs are diverse. It may be challenging in certain situations.
- Some students are overloaded with different school activities.
- The school premises are not favourable for large-scale extra-curricular activities.

### **3. Opportunities**

- The reduction in class size, particularly the adoption of split classes, enables teachers to provide ample individual guidance. Teachers can better cater to learners' diversities.
- The enhancement of IT infrastructure and the purchase of mobile learning devices facilitate e-learning in school, which can also enhance learning and teaching effectiveness.
- The implementation of STEM can help develop generic skills and provide opportunities for cross-curricular collaboration.
- The introduction of the Drop Everything And Read (D.E.A.R.) reading programme and the promotion of the School Library as a learning centre can help develop desirable reading habits.
- The five core values of Catholic education (truth, justice, love, life and family) provide a solid framework for the cultivation of students' character, moral and spiritual growth.
- The advocacy of Chinese virtues facilitates the development of Chinese culture and values.
- The playground on 4/F, Block B has been converted into a new activity hall.

### **4. Threats**

- The decline in student population of the S.1 cohort in recent years and competitive recruitment of our Primary School students by Direct Subsidy Scheme schools could increase the diversity in our student intake.
- Increases in learning diversities may be a challenge in some subjects.
- An increase in diverse needs may be a challenge in certain situations.
- Tight teaching schedules may hinder the development and organization of student support programmes.
- Regular learning and extra-curricular activities have been disrupted during the pandemic.
- Additional emotional and learning support is indicated for some parents and students.

## VI. School Development Plan (2021-2024)

Major Concerns (Learning & Teaching)	Targets	Time Scale			Strategies
		21/22	22/23	23/24	
1. To reinforce an interactive and technology-driven pedagogy for a more engaging learning environment that enhances learning effectiveness	I. Creating a self-regulated learning environment progressively in junior forms through optimizing pedagogies and e-learning	✓	✓	✓	To enrich self-learning online resources across different subjects panels
		✓	✓	✓	To facilitate professional development of junior form teachers through staff development programmes and collaboration with experts from universities and external organizations
			✓	✓	To optimize the pedagogy applied in classrooms to engage students in self-reflection of their learning
			✓	✓	To refine the assessment method to nurture students' self-directed learning habits
	II. Strengthening students' language skills to enable application across the curriculum	✓	✓	✓	To nurture reading habits through a cross-curricular approach
		✓	✓	✓	To improve the effectiveness of learning subjects taught in English among junior form students through the language-across-the-curriculum programme
		✓	✓	✓	To strengthen the pull-out mechanism to provide sufficient opportunities for talented students to maximize their language abilities through participation in competitions and other programmes
	III. Empowering students with STEM-related knowledge and generic skills to enhance students' potential in innovation through learning activities in authentic contexts	✓	✓	✓	To upgrade school infrastructures to meet the requirements of the rapidly-developing STEM curriculum
		✓	✓	✓	To refine the current curriculum to ensure students' acquisition of generic skills and STEM-related skills to solve authentic problems in a cross-curricular approach
		✓	✓	✓	To stretch the innovation potential of talented students through participation in STEM-related competitions

Major Concerns (Student Support)	Targets	Time Scale			A General Outline of Strategies
		21/22	22/23	23/24	
2. To develop positive thinking in students through upholding the values of love, perseverance and integrity	I. Equipping students with positive qualities and attributes through values education to foster whole-person development	✓	✓	✓	To nurture a positive outlook in students through values education programmes and experiential learning
		✓	✓	✓	To intensify positive thinking in students through spiritual formation and life planning education
		✓	✓	✓	To cultivate resilience and positive attitudes among students with the core values of “Love, Perseverance and Integrity”
		✓	✓	✓	To share experiences on implementing the core values, “Love, Perseverance and Integrity” during hall assemblies
	II. Developing students’ leadership skills and stretching their diverse potential through service learning	✓	✓	✓	To develop students’ leadership skills and self-management abilities through serving the school and the community
		✓	✓	✓	To strengthen and empower the role of student leaders through leading programmes and services in school and the community
		✓	✓	✓	To encourage students to stretch their potential through different service learning activities
		✓	✓	✓	To develop students’ leadership skills through different service learning activities and leadership training camps
	III. Encouraging students to explore opportunities for lifelong learning and multiple career pathways through formal and informal curricula	✓	✓	✓	To encourage students to explore diverse opportunities for learning and career aspirations through formal and informal curricula
			✓	✓	To organize different study tours and field trips to the Great Bay Area
		✓	✓	✓	To develop entrepreneurship in students through entrepreneur training programmes and business partnership programmes
		✓	✓	✓	To present a comprehensive record of students’ whole person development through the non-academic report