RAIMONDI COLLEGE
SECONDARY SECTION

SCHOOL REPORT
2015 – 2016
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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. 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.

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

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Mr. Peter Lee Shung Tak</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSB Managers</td>
<td>Rev. Dominic Chan Chi Ming, V.G.</td>
</tr>
<tr>
<td></td>
<td>Mr. Gregory Chan Yau Lok</td>
</tr>
<tr>
<td></td>
<td>Mr. Paul Wan Yiu Chung</td>
</tr>
<tr>
<td></td>
<td>Ms. Ng Choi Yuk Theresa</td>
</tr>
<tr>
<td></td>
<td>Mr. Yee Kin Wah Joseph</td>
</tr>
<tr>
<td></td>
<td>Mr. Michael Chuang</td>
</tr>
<tr>
<td></td>
<td>Ms. Lu Lee Ching Paulina</td>
</tr>
<tr>
<td></td>
<td>Ms. Lo Wing Kum Louisa (Principal)</td>
</tr>
</tbody>
</table>

All school managers are appointed by the sponsoring body.

1.4 **Class Structure**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>No. of classes</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>26</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>131</td>
<td>134</td>
<td>139</td>
<td>131</td>
<td>136</td>
<td>125</td>
<td>796</td>
</tr>
</tbody>
</table>

Total no. of teachers in 2015 - 2016: 57
2. Our Students

2.1 Students’ Attendance

![Graph showing students' attendance for different years.]

2.2 Destination of S.6 Graduates

![Graph showing the distribution of S.6 graduates' destinations by year.]

2.3 Students’ Body Mass Index (BMI)

![Graph showing BMI distribution for different age groups across years.]

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3. **Our Teachers**

3.1 **Teachers’ Qualifications**

![Highest Academic Qualifications Attained by Teachers](image1)

3.2 **Teaching Experience**

![Teaching Experience](image2)

3.3 **Teachers’ Professional Development**

![Hours spent on CPD](image3)
4. Major Concerns (Achievements and Reflection)

4.1 To nurture a student-centred and language-rich learning environment conducive to effective learning and teaching

4.1.1 Improving learning and teaching quality by infusing information technology in an interactive smaller-class setting and engaging teachers in professional exchanges with Catholic Diocesan secondary schools

(a) Creating small class environment to improve classroom learning
- Small class teaching scheme was extended to Secondary 2 this school year, with 26-28 students in each class.
- In line with the small class teaching scheme, each subject panel devised its own strategic plan to facilitate interactive learning in classrooms.
- Split-class arrangement was provided for S3 and S6 Chinese Language, S3 Mathematics, S3 Languages Arts as well as S4-5 Liberal Studies.

(b) Infusing information technology (IT) in interactive learning
- To improve learning and teaching effectiveness, e-learning and mobile learning were incorporated into classroom. The school’s Wi-Fi infrastructure was enhanced and new tablets were purchased. Teachers received training arranged by the Staff Development Team and IT Team; whereas students learned to use Google Classroom as an electronic platform for communications with peers and teachers.
- A task group, including the Staff Development Team, IT Team and subject panels like Life & Society, Religious Studies, Integrated Science and Liberal Studies, was formed to promote IT infusion for interactive classroom. Prof. Carol Chan from the Faculty of Education of the University of Hong Kong (HKU) was invited to be the advisor of the task group. Our school successfully joined the IT in Education Centre of Excellence (CoE) Scheme On-site Support Services. St. Stephen’s College was our collaborating school.

(c) Engaging teachers in professional exchanges
- Staff interflows were scheduled for teachers to share their experiences on learning and teaching as follows:
  - Members from the English Department exhibited their practices in using mobile device in “Piloting Flipped Classroom in Small Class Setting” on 20 October 2015.
  - Mr. T. Li, Physics teacher, discussed with fellow colleagues about enhancing students’ performance in public examination on 20 October 2015.
  - Members from the Life & Society Department reviewed on their 2-year development and design of learning, teaching and assessment strategies in realizing the curriculum goals on 17 May 2016.
  - Mr. R. Lo and Mr. L. Yeung reflected on their use of e-learning strategies both in classroom and online on 17 May 2016.
- Our teaching staff delivered their good practices to other schools during the following occasions:
  - The English Department was invited by the Education Bureau to share its practices at Empowerment Workshop on Effective English Language Learning at Junior Level on 29 October 2015.
  - The Life & Society Department was invited by the Education Bureau to present its attempts on “Invigorating Learning and Teaching of Life & Society by Team Building” on 15 April 2016.
- Partnerships were established among schools or with the Education Bureau for professional development of our teaching staff.
  - The principal and his staff from Yu Chun Keung Memorial School delivered sharing sessions on the implementation of e-learning in school and class room
setting on 9 January and 15 January 2016.
- A subject-based workshop “Working for Using Inquiry Approach (IT Supported) in Learning Personal, Social and Humanities Education” was conducted on 15 January 2016. Speakers were Prof. Carol. Chan, from the HKU, and Ms. Fammy Wong, from Yan Chai Wong Wha San Secondary School.
- Liberal Studies teachers paid a visit to Valtorta College to observe lessons and exchange experiences on 23 May 2016.
- The curricula of the Life & Society and Non-Chinese Speaking Chinese Language were developed in collaboration with the Education Bureau through the School-based Support Services.

4.1.2 Fostering students’ language proficiency by inculcating students in a reading-to-learn habit and by promoting the School Library as a learning centre

(a) Inculcating students in a reading-to-learn habit
- DEAR (Drop Everything And Read) programme was adopted to cultivate students a good reading habit. S1-3 students were required to read books and S4-6 students newspapers during reading time right after morning assembly daily.
- The Reading Task Group regularly arranged good book sharing by the principal, teachers and students at the morning assembly.
- The Reading Task Group together with the School Library organized the Slogan Design Competition in February 2016. Winners were awarded with book coupons and the winning entries were printed as bookmarks for students.
- Reading programmes were implemented in language subjects.
- Reading and comprehension exercises were designed for students in non-language subjects.

(b) Equipping students with language skills
- An extra teacher and alumni were employed to support S3 and S6 split-class teaching in Chinese Language and extra lessons for S6 high, middle and low acheivers based on their needs.
- The Pre-S1 Bridging Course was held from 16 July to 24 July 2015 to prepare the newcomers for the English-rich learning environment. The course included the Oxbridge Summer Camp which was conducted by tutors from Oxford University and Cambridge University.
- The English Department organized a 17-day summer study tour to the UK from 28 July to 14 July 2015. The programme was held in Tonbridge School with lessons on Romeo and Juliet, music and drama workshops, and excursions.
- The Language-across-the-curriculum (LAC) curriculum was implemented in S1-2 classes by Ms. Fionnuala Lenaghan, the extra Native English-speaking Teacher (NET).

(c) Promoting the School Library as a learning centre
- The computer system (both hardware and software) was upgraded. A website containing information about our School Library was established and linked to the school website for stakeholders’ perusal.
- The Book resources were enriched.
- The Library Club was reorganized to facilitate the running of library loan services and other activities.
- Chinese and English Book Exhibitions were organized by the School Library in the periods of 13-14 November 2015 and 28-29 April 2016 respectively.
- To further promote reading habit, a book talk was organised by the School Library on 3 May 2016. The speaker was Ms. Fan Kien Mei (范建梅老師)
4.1.3 Provision of pull-out programmes for gifted students, academically disadvantaged students and students with special education needs

(a) Identification of gifted and academically disadvantaged students
- Students’ performance in the Uniform Tests and the First Term Examination was evaluated. The assessment results were analyzed and surveys on students via questionnaires were conducted to comprehend their learning needs.
- The following situations were revealed for follow-up actions:
  - **Subject situations** – general performance and streams of students with high, middle and low scores
  - **Class situations** – general performance, streams of students, degree of learners’ diversity, strengths and weaknesses in different subjects
  - **Individual situations** – general performance, strengths and weaknesses in different subjects, performance changes across time, high middle and low achievers in different subjects, total scores in 4 core subjects and 1 elective, learning difficulties

(b) Providing pull-out programmes for the gifted students
- One elite class was assigned in each junior secondary level. All subject panels formulated extended curriculum and assessment strategies for elite classes.
- Star Programme was prescribed for S6 high achievers. The programme includes extra lessons on examination skills and one-on-one or small group teacher-student consultation on careers guidance.
- Enrichment classes were implemented on subject basis.

(c) Encouraging talented students to participate in external competitions
- Talented students were recommended to attend gifted education programmes in English debate, Chinese debate, mathematics and science.
- High achievers were advised to participate in competitions (public speaking, debate, drama, mathematics, science, business and project).

(d) Providing pull-out programmes for the academically disadvantaged
- S1-3 low achievers were provided with subject-based remedial classes in preparation for the Uniform Tests and Examinations.
- Revision time was allotted to S1-2 classes by the Guidance Team during lunchtime 2 weeks before the Uniform Tests and Examinations. Guidance Prefects looked after and gave assistance to students.
- The strategies below were utilized to support the non-Chinese speaking (NCS) students:
  - Adapted curriculum in Chinese Language was prescribed for the S2 and S4 NCS students, whose performance was assessed in the Uniform Tests and Examinations. The curriculum was developed in collaboration with the Education Bureau under the School-based Support Services.
  - S5 NCS students were assisted to tackle the public examination in Chinese Language.
  - A cultural activity was organized for NCS students to celebrate the Lunar New Year.
- Special examination arrangements were provided for students with special education needs (SEN).

4.1.4 Reflection
- With the implementation of the small-class teaching scheme and the incorporation of e-learning and flipped classroom pedagogies, classroom learning is becoming more and more interactive and productive. These measures help develop a wide
repertoire of pedagogical strategies to cater for individual students’ learning needs, as well as to engage students in developing skills for enquiries and problem-solving. These approaches are in line with our emphasis on Knowledge Building with the intention to foster a more effective learning and teaching at school.

- The school seeks to enhance students’ language proficiency, so as to provide greater opportunities for students to use languages for purposeful communication and creativity, conducive to life-long learning and intellectual pursuits. On top of our major concern to nurture in students a good reading habit these two academic years, the school is trying to enhance students’ reading-to-learn skills in order to advance their thinking skills through understanding and constructing meaning. Our focuses on this area of enhancement would be executing the language-across-the-curriculum programme and restructuring our junior secondary Chinese Language curriculum.

- In the coming year, the school will focus its effort on the development of Science, Technology, Engineering and Mathematics (STEM) education. Such development aligns with the worldwide education trend of equipping students to integrate and apply their knowledge and skills across different subject disciplines through solving daily problems with practical solutions and innovative designs.

4.2 To cultivate in students the core values of Catholic Education for their life planning.

4.2.1 Adopting a holistic approach for the cultivation of the core values – ‘love’ and ‘family’ within school

(a) School Opening Mass
The annual school opening mass was held on 2 September 2015 at the Hong Kong Catholic Cathedral of The Immaculate Conception. The celebrant, Rev. Dominic Chan, Vicar General, delivered a special message on the meaning ‘love’ and ‘family’, two of the core values of Catholic Education, with reference to the Raimondi family.

(b) Introductory talk on major concerns and core values
Several talks were organized to familiarise students and parents with the school major concerns and the five core values of the Catholic Education. Parents and students were able to realize the major concerns and expectation of school.

(c) School Spiritual Programmes
The principal, Religious Studies teachers, the NET teacher, the pastoral assistant and students were invited to conduct spiritual sharing at the morning assembly. Topics include religious practices, life stories of saints, and the special features of Mary Immaculate Mediatrix of All Graces.

(d) Construction of Grotto of the Mary Immaculate Mediatrix of All Graces
A grotto of the Mary Immaculate Mediatrix of All Graces is under construction with the generous support from the RCPTA. This significant project would further strengthen the religious atmosphere of the school.

(e) Charity Work
The concepts of love and family were further extended to the society by organizing students to participate in various external events, ‘The Community Chest Wheelock Swim for a Million’, ‘The Dress Casual Day’, and ‘The Reflective Path to Ma Hang Prison’, to name a few.

(f) Hall Assembly
The hall assembly was introduced as an opportunity to cultivate the sense of unity and familyhood among students. Students, teachers and the Principal shared their life stories during the gathering. The two core Catholic Education Values were
deep-rooted within the school community.

(g) Re-introduction of School Picnic
A closer relationship between class teachers and students was established by re-introducing School Picnic for the whole school on 20 November 2015. All students embraced the nature and had fun engaging in unity-boosting games and activities.

(h) ‘Morning Smile Programme’
To cultivate the school as the second home, the ‘Morning Smile’ programme was introduced. The principal, discipline teachers and prefects welcomed students to school every morning with congenial smiles.

(i) Promoting the use of the new Student Handbook
At the beginning of the year, students were greeted with the brand new version of the student handbook, where students could find bible quotes, inspirational sayings, as well as pictures of some remarkable moments of the school and students. The handbook is the collective memory of Raimondians.

4.2.2 Refining and implementing the mass life-planning support programme ‘My Goal, My Path’ for guiding students to achieve their goals

(a) Healthy School Programme
The morning exercise programme, ‘You Jump, I Jump’, was organised for all S1 students so as to improve their physical fitness as well as their self-discipline. The S1 students were required to do the jumping exercise twice a week in the morning before assembly at school. Most students showed significant improvement in fitness as well as their motor skill and coordination. Students with outstanding performance were recruited to join the school sports team.

(b) Mentorship Programme
- The ‘My Goal, My Path’ mentorship programme was launched in both the Junior and Senior forms to enhance the interaction between teachers and students and to establish a positive and supportive relationship among parents, their children and teachers. A project handbook was introduced as a tool to record students’ achievements, plan their studies and develop their learning objectives. The programme also aimed at guiding students, especially senior formers, to make informed decisions on JUPAS Programme Choices.
- Several workshops and seminars were organized to help students to explore possibilities and set goals. These programmes included ‘My Dream’ for S1&2, ‘Aim High, Flying Higher’ for S4, and ‘I Can Fly’ for S5.

(c) Establishment of Guidance Prefect Body
The Guidance Prefect Body was formally established to serve as the big brothers and sisters at school. With the help of the guidance prefects, the peer learning support network was established to help their junior fellows with the studies during lunch hour.

(d) University Taster Programme
Junior form students were arranged to visit the University of Hong Kong (S1), the Chinese University of Hong Kong (S2) and the Hong Kong University of Science and Technology (S3) under the ‘University Taster Programme – U Life, You Like’. In collaboration with the Undergraduate Recruitment and Admissions Office of the universities, our students were introduced to a number of popular faculties and the universities’ facilities. The university dream was hatched in the mind of our students.
4.2.3 Restructuring the informal curriculum so as to stretch students’ potential to the fullest
(a) Elite Scheme for School Teams
- A school-based gifted education programme was introduced, namely, the ‘Science Pioneer Scheme’ and the ‘Mathematics Squad Training’. These programmes were designed and supported by the teaching staff and the alumni.
- The Chinese Debating Team was established while the English Debating Team was further strengthened with additional human resources and support from the alumni. The two teams have visited the Raimondi College Primary Section to conduct sharing and workshop in May 2016.

(b) Restructuring ECA teams and clubs
- Cookery classes and a floral arrangement workshop were introduced as part of the Ambassador Team training programmes.
- The school’s athletic teams have been restructured so as to pull the resources available for better training.
- Other than the introduction of new interest groups, several former clubs were merged for better deployment of resources available. These interest groups are the Robotics Club, the Bridge and Chess Club, The Video and Photography Club, and The English Speech and Drama Society.

(c) Youth Athletes Sports Tour
With the support from the Life Wide Learning Grant, a 5-day team building and intensive training tour will be organized for 60 school athletes this summer at the Guangzhou Huizhou Sports School.

(d) Preparation for the revival of House System
After 2 years of consultation, the school has decided to re-introduce the House System in the next academic year. It will be a Four-House System with the house names based on the Four Gospels, namely, St. Matthew, St. Mark, St. Luke and St. John. Chief Teacher Advisors and House Captains have been recruited. House Constitution has been prepared and endorsed.

4.2.4 Reflection
- The school community has experienced the meaning of the two core values of Catholic Education, namely, ‘Love’ and ‘Family’, through various mass programmes, hands-on activities and the sharing of life stories from students and staff. Students have committed themselves to the school and enjoyed the company of their peers and teachers. With this sense of familyhood being nurtured, students can further explore the meaning of life, and eventually find ways to live a meaningful life.
- The 2-year preparation work for the revival of House System had laid the foundation for the second phase of strengthening the bonding of the school community project. It is hoped that the vertical coordination can be strengthened among students across all forms.
5. Learning and Teaching

5.1 Number of Active School Days

[Bar chart showing the number of active school days from 2013-2014 to 2015-2016]

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

[Bar chart showing the lesson time for different subjects from 2013-2014 to 2015-2016]
6. Student Performance

6.1 HKAT (Pre-S1)

6.2 2016 Hong Kong Diploma of Secondary Education Examination
% of Students attaining Level 2 or above

Overview of 2016 S6 Graduates admitted
UGC-Funded Undergraduate Degree Programme through JUPAS
### 6.3 Student Participation in Inter-school Sports Events, School Music and Speech Festivals and Uniform Groups

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inter-school Sports Competitions</td>
<td>198</td>
</tr>
<tr>
<td>Hong Kong Schools Music Festival</td>
<td>238</td>
</tr>
<tr>
<td>Hong Kong Schools Speech Festival</td>
<td>158</td>
</tr>
<tr>
<td>Scouts</td>
<td>47</td>
</tr>
<tr>
<td>Hong Kong Red Cross Youth Unit 21</td>
<td>42</td>
</tr>
</tbody>
</table>

#### Inter school events

![Bar chart showing participation in inter-school events for S1-S3 and S4-S6 across years 2013-2014, 2014-2015, and 2015-2016.]

#### Uniform Groups

![Bar chart showing uniform group participation for S1-S3 and S4-S6 across years 2013-2014, 2014-2015, and 2015-2016.]


7. **Staff Development**

7.1 Average time per teacher spent on continuous professional development activities in 2015 – 2016: 68.9 hrs.

7.2 **Staff development activities organized:**

- New Teacher Induction by Staff Development Team (28 August 2015)
- Mentorship Scheme for New Teachers (August 2015 – July 2016)
- The 1st Staff Development Day: “5 Core Values of Catholic Education” was delivered by Mr. Peter Lau, Assistant to the Episcopal Delegate for Education, from Catholic Education Office. In addition, Ms. R. Sit, Mr. E. Tang, Mr. Y. T. Leung & Ms. J. Chung, from English panel, shared their experience in “Piloting Flipped Classroom in Small Class Setting”. Besides, Mr. T. Li shared his successful experience in boosting students’ performance in HKDSE. In the afternoon, our teachers watched the movie <爭氣> and had a sharing session with the director Ada Ho (20 October 2015)
- The 2nd Staff Development Day: “Sharing of Good Practices in e-learning” was delivered by Mr. Yeung Hok Hoi, Principal of Yu Chun Keung Memorial College. After that, subject panels and teams discussed and worked on the interim review of the school plan (9 March 2016)
- A seminar on “How to identify and handle suicide-prone students?” was delivered by Ms. Avie Lam, Educational Psychologist (13 April 2016)
- The 3rd Staff Development Day: “Course Development through Team Building” delivered by the Life & Society panel. In addition, Mr. D. Chung and Mr. R. Lo shared their experience in Catholic School Leadership (CSL) school attachment programme. In the afternoon, we joined the Catholic Diocesan School Teachers’ Day held in Asia World-Expo. The theme was “Jesus is the Way, the Truth and the Life” (17 May 2016)
- A training session on using OPAC 2.0, Online Public Access Catalogue was conducted (23 June 2016)

7.3 **Professional interflow activities**

1. A Preparation Meeting for the Subject based Workshop “Using IT for Interactive Classroom” was held. Mr. Patrick Yuen, St. Stephen College (IT in Education Centre of Excellence (CoE) Scheme Supporting School) and Professor Carol Chan, HKU, met our teachers and collected information about their needs in implementing e-learning (17 September 2015)
2. The 1st IT Training for all teachers was held. Mr. V. Suen introduced the use of Google Drive and Google Classroom in teaching (24 & 25 September 2015)
3. The 2nd IT Training for all teachers was held. Mr. V. Suen introduced the use of e-class apps (29 September 2015)
4. Our new teachers participated in the Workshop for New Teachers which was organized by the Educational Psychologist Office, the Catholic Diocese of Hong Kong (14 October 2015). They were
   - Mr. S. H. Ning
   - Ms. C. W. Tsang
   - Mr. A. Wu
   - Mr. H. F. Yung
5. The 1st Subject-based e-learning Workshop “Using IT for Interactive Classroom” for Liberal Studies, Life & Society and Religious Studies teachers was conducted. It was co-organized by the CoE school and Staff Development Team (23 October 2015)
6. Mr. V. Suen and Mr. A. Lau joined the Seminar “School Network Infra-structure and
e-learning” organized by Yu Chun Keung Memorial School (9 January 2016)

7. The 2nd Subject-based e-learning Workshop “Workshop for Using Inquiry-approach in Learning PSHE” was conducted. Ms. Fammy Wong (a teacher from our Partnership School) and Professor Carol Chan (HKU) conducted the workshop and shared their experience in using IT-supported inquiry-approach in teaching humanity subjects (15 January 2016)

8. The 3rd IT Training on the use of Tablet was conducted by Mr. V. Suen and Mr. A. Lau. It showed how to connect tablet to the Wi-Fi network and Wi-Fi projectors for teaching purpose (20 January 2016)

   - Mr. D. Chung (Guidance Master)
   - Mr. R. Lo (SAMS administrator)

10. The 3rd Subject-based e-learning Workshop for Life & Society Teachers was conducted. It focused on incorporating new teaching strategies for teaching the two new modules in Life & Society. The workshop was divided into two sessions. The CEATE assessment panel joined the first session and assessed how the Staff Development Team collaborates with colleagues of Life & Society in developing new teaching strategies. Professor Carol Chan served as a facilitator in the first session. The second session focused on preparing teaching materials and worksheet for students (26 February 2016)

11. Mr. L. Yeung, Mr. V. Suen, Mr. S. H. Yau and Mr. A. Lau visited Yu Chun Keung Memorial School. Their teachers shared experience in the implementation of e-learning and setting of infrastructure (14 April 2016)

12. The Life & Society panel was invited by the Education Bureau to deliver a seminar titled “Invigorating Learning and Teaching of Life & Society by Team Building”. Mr. R. Wong, Mr. D. Chung, Mr. M. Y. Wong and Mr. S. H. Ning delivered a group presentation about curriculum development in the seminar (15 April 2016)

13. Mr. R. Lo and Mr. D. Chung joined the CSL school attachment programme. Mr. R. Lo visited Kwun Tong Maryknoll College (18 – 19 April 2016) and Mr. D. Chung visited Sai Kung Sung Tsun Catholic School (22 and 25 April 2016)

14. Under the CSL school attachment programme, Mr. M. H. Chan (St. Joseph’s Anglo-Chinese School) and Ms. W. S. Lee (Newman Catholic College) visited our school. They observed a Mathematics lesson and shared their experience with our staff (4 & 5 May 2016)

15. The Liberal Studies panel visited and observed a lesson in Valtorta College. Our teachers shared experience in curriculum development in Liberal Studies with their teachers (23 May 2016)

16. A lesson of Mr. D. Chung was observed by Professor Carol Chan (HKU), Ms. Avie Lam (Educational Psychologist), Mr. R. Wong and Mr. M. Y. Wong to assess how Padlet and other learning strategies were incorporated in the learning and teaching of Life & Society (31 May 2016)

17. Mr. L. Yeung, Mr. W. Y. Yau and Ms. Y. K. Ng were invited as the guest speakers in the seminar named “School-based Curriculum Design: Learning Topics in the Six Strands of Physical Education”, organized by the Education Bureau (6 June 2016).

18. The Visual Arts Committee of the Hong Kong Catholic Diocesan Schools Council paid a visit to our school on 11 July 2016 to attend a sharing session on VA education in our school and visited the 4th Raimondi Biennale Art Exhibition. Ms. E. Ko, our Visual Arts Department Head, was invited to share her experience in cultivating religious atmosphere in school and students’ positive values through aesthetic education.
7.4. Other relevant work:
The Staff Manual was revised and updated. It was distributed to all teaching staff in the 1st Staff Meeting (28 August 2015).

<table>
<thead>
<tr>
<th>Major Area(s) of Concern</th>
<th>Strategies/ Tasks</th>
<th>Evaluation</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>To promote arts and physical education</td>
<td>To employ instructors for music and sports</td>
<td>• Students actively participated in music and sports competitions and activities&lt;br&gt;• Students obtained prizes in various competitions</td>
<td>Music Instructors / Conductors: $117,000&lt;br&gt;Sports trainers: $599,990</td>
</tr>
<tr>
<td>• To support curriculum reform&lt;br&gt;• To support the Small Class Teaching Scheme</td>
<td>To employ teachers:&lt;br&gt;• to assist formulate the Language Across the Curriculum (LAC) and implement the curriculum&lt;br&gt;• to support the Small Class Teaching Scheme</td>
<td>• Students’ skills in decoding and answering the test / exam questions for the English as the Medium of Instruction (EMI) subjects were sharpened&lt;br&gt;• Small Class Teaching Scheme paved way for a more interactive classroom with more individual feedback and attention to students</td>
<td>Native English Speaking teacher (NET): $148,468&lt;br&gt;Life &amp; Society teacher: $311,850</td>
</tr>
</tbody>
</table>
9. **Report on Careers & Life Planning Grant**

Raimondi College
Report on Life planning Education and Career Guidance Service
2015-2016

- The objectives were achieved through the programmes and activities with the strategies implemented as scheduled and evaluation conducted.
- Through the feedback from the teachers and students, the data collected on questionnaires, we found that the programmes benefitting students’ self-understanding, their careers exploration and career management were well-received.
- The deployment of the Career and Life Planning Grant 2015-2016
  1. Staff employment
     A large proportion $441,430.50 was spent on hiring of a new teacher ($392,112.00) to release the teaching load of Careers Mistress and other team heads of the Student Support Committee to design the curriculum and carry out programmes of life planning education and career guidance education. A clerical staff ($49,318.50) was also hired to alleviate the administrative workload of the Careers & Life Planning Team and other relevant teams under the Student Support Committee.
  2. Expenses on activities and special programme
     - $7,219.00 was spent to subsidize Higher Education Study Tours for Multiple Pathways in further studies at universities in Taiwan.
     - $1,700.00 was spent as honorariums to 17 alumni who served as facilitators and peer mentors for the S.5 students.
     - $18,495.00 was spent on the Dialogue In the Dark (DID) Experiential Exhibition for S.3 and S.5 students, who gained collective experience in terms facing adversity with positive thinking and developed empathy for the needy.
  3. Expenses on buying services from agencies
     - $43,000.00 was spent on training programme fee for S.4 and S.5 students
     - $37,500.00 was spent on workshop service charge
     - $2,400.00 was spent on Leadership Training Programme for Careers Assistants by ‘FISH’
     - $1,440.50 was spent on presents for students, expenses on the Prayer bell and the banner
  4. Expenses on the Careers and Life Planning Resource Centre
     $5,640.00 was spent on the 2 desktop computers and $3,000.00 was spent on network cabling at the Careers and Life Planning Resource Centre on 14th Floor, Block A.
  - Remark:
    The remaining amount $101,947.80 would be brought forward to year 2016-2017.
10. **Financial Summary**

### I. GOVERNMENT FUNDS

#### Operating Expenses Block Grant

<table>
<thead>
<tr>
<th>Description</th>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Grant (including additional CA)</td>
<td>$3,326,820.00</td>
<td>$3,192,714.00</td>
</tr>
<tr>
<td>Salaries for non-teaching staff (administrative officers /clerks and workmen)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, furniture and equipment, etc.)</td>
<td>$1,867,038.93</td>
<td>$2,420,676.36</td>
</tr>
<tr>
<td>Other Grants (including Noise Abatement and Lift Maintenance, etc.)</td>
<td>$216,119.00</td>
<td>$138,083.74</td>
</tr>
<tr>
<td>Composite IT Grant</td>
<td>$381,108.00</td>
<td>$317,295.62</td>
</tr>
<tr>
<td>Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)</td>
<td>$574,415.00</td>
<td>$637,308.00</td>
</tr>
<tr>
<td>Careers &amp; Life Planning Grant</td>
<td>$541,560.00</td>
<td>$562,156.00</td>
</tr>
<tr>
<td>Non-Chinese Speaking Student Grant</td>
<td>$800,000.00</td>
<td>$792,986.25</td>
</tr>
<tr>
<td>Senior Secondary Curriculum Support Grant</td>
<td>$649,872.00</td>
<td>$938,700.00</td>
</tr>
</tbody>
</table>

### II. SCHOOL FUNDS (GENERAL FUNDS):

<table>
<thead>
<tr>
<th>Description</th>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tong Fai</td>
<td>$2,840,573.80</td>
<td>$2,177,569.54</td>
</tr>
<tr>
<td>Donations</td>
<td>$1,771,463.00</td>
<td>$512,528.60</td>
</tr>
<tr>
<td></td>
<td><strong>$12,968,969.73</strong></td>
<td><strong>$11,690,018.11</strong></td>
</tr>
</tbody>
</table>

Prepared by: Ms. Louisa Lo
Endorsed by: Mr. Peter S. T. Lee
Principal
Supervisor
Date: 6 October 2016