

RAIMONDI COLLEGE SECONDARY SECTION



SCHOOL REPORT
2018 – 2019

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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. Peter Lee Shung Tak
SSB Managers :	Rev. Dominic Chan Chi Ming
	Mr. Gregory Chan Yau Lok
	Mr. Paul Wan Yiu Chung
	Ms. Ng Choi Yuk Theresa
	Mr. Yee Kin Wah Joseph
	Mr. Michael Chuang
Ex Officio Manager:	Ms. Lo Wing Kum Louisa (Principal)
Independent Manager:	Ms. Lam Chui Wan, Connie
Parent Manager :	Dr. Lee Yeung Chun, Eddy
Alternate Parent Manager:	Dr. Law Yuet Wing, Frank
Teacher Manager:	Mr. Yeung Sai Tak, Larry
Alternate Teacher Manager:	Mr. Ho Pok Man

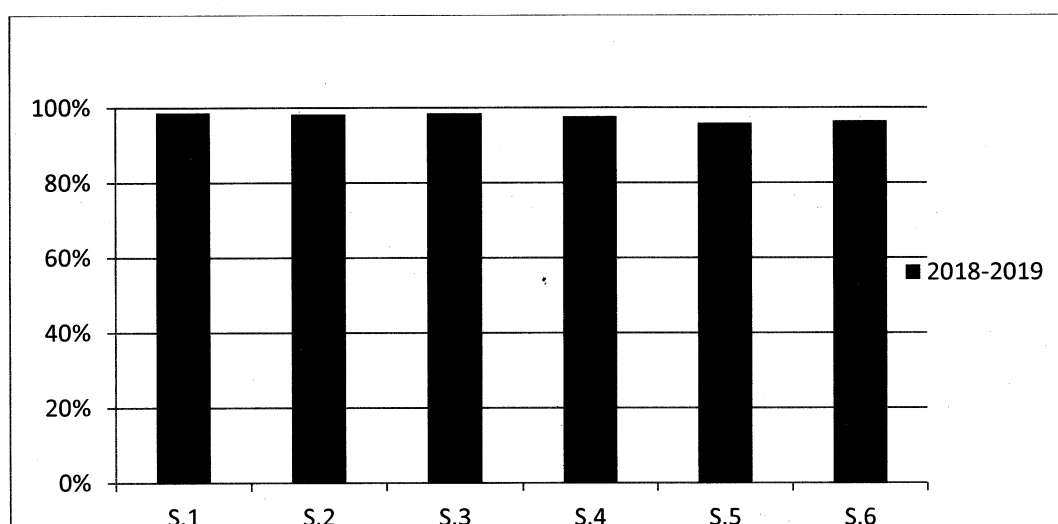
1.4 Class Structure

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	132	130	121	129	123	113	748

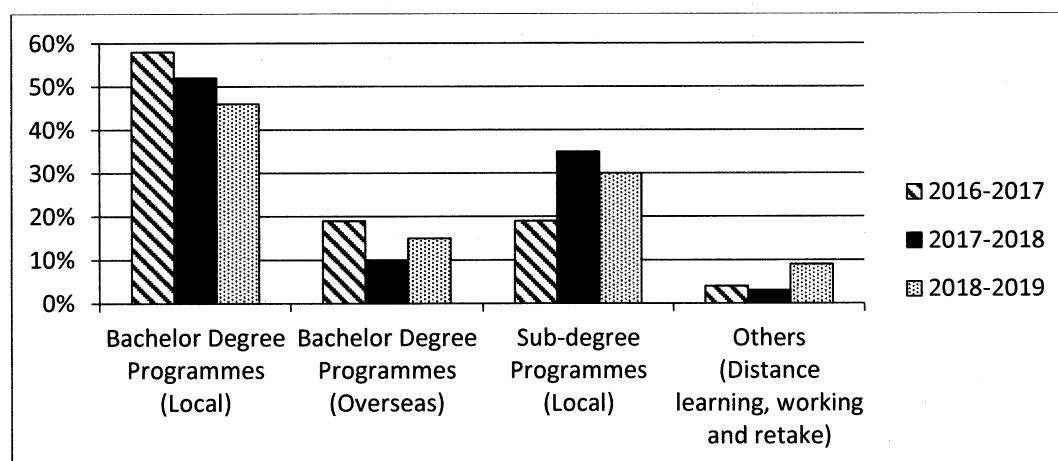
Total no. of teachers in 2018 - 2019: 63

2. Our Students

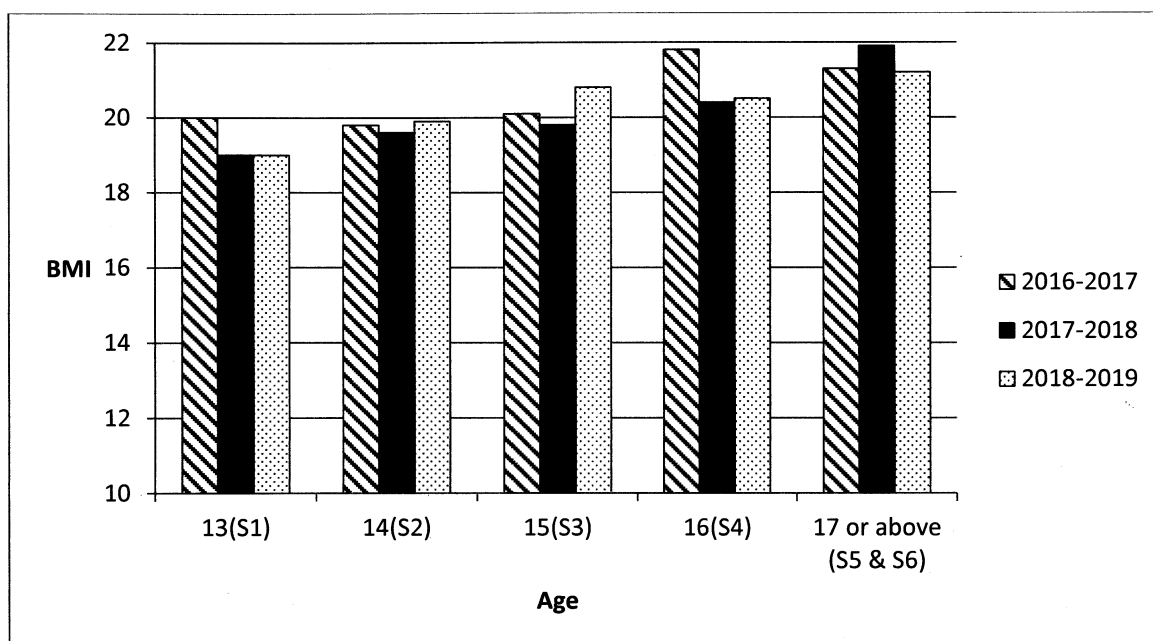
2.1 Students' Attendance



2.2 Destination of S.6 Graduates

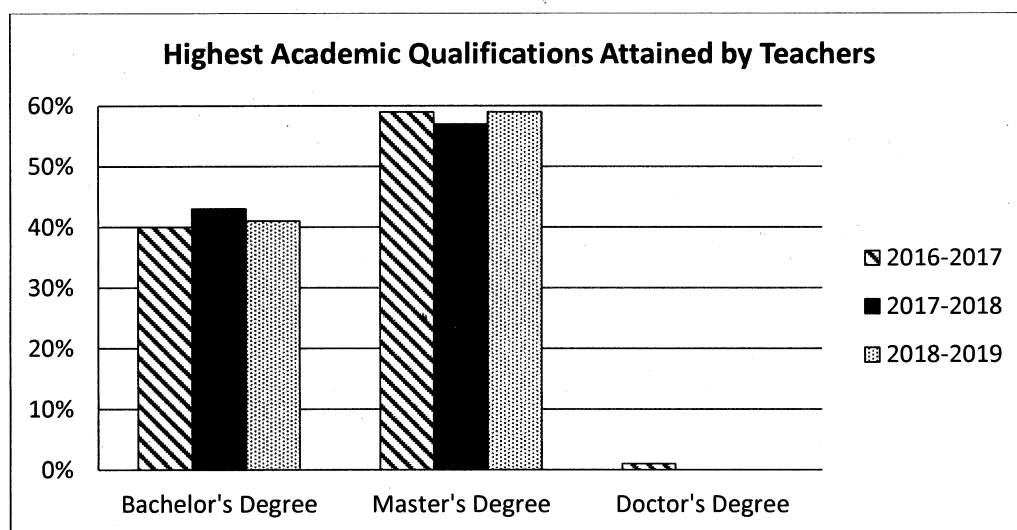


2.3 Students' Body Mass Index (BMI)

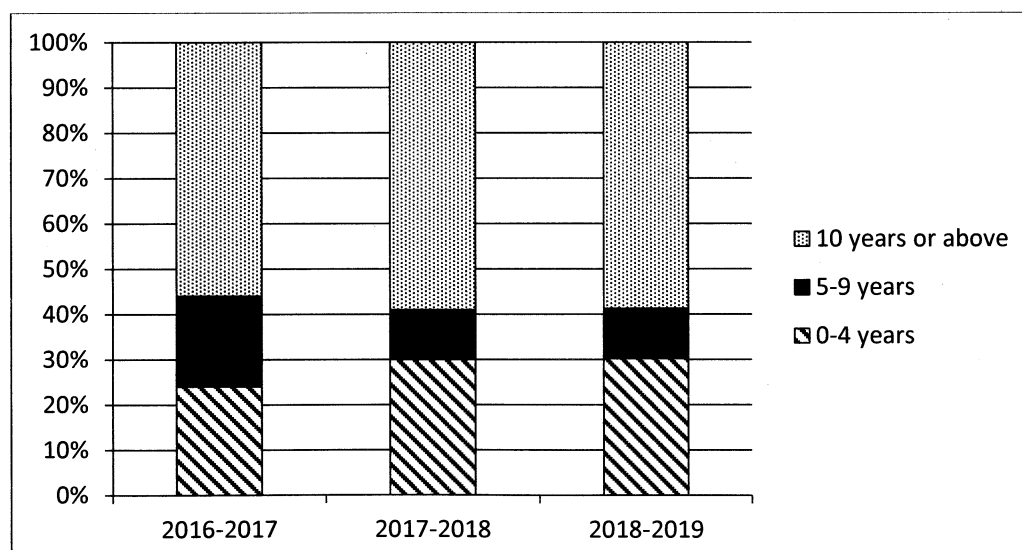


3. Our Teachers

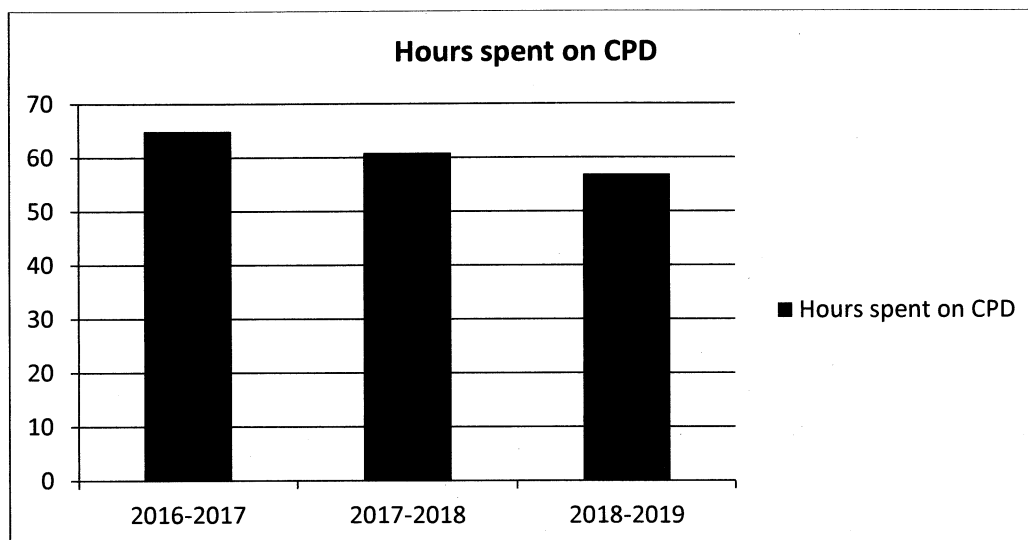
3.1 Teachers' Qualifications



3.2 Teaching Experience



3.3 Teachers' Professional Development



4. Major Concerns (Achievements and Reflection)

4.1 To help develop students' language competencies as well as generic and STEM skills for applications in daily lives

4.1.1 Establishing learner-focused, interactive and technology-supported learning communities both inside and beyond classroom

(a) Providing an environment conducive to learner-focused and interactive classroom

- S1-2 classes were split from 4 to 5 at each level to form effective learning communities.
- Split-classes for core subjects in S3-6 were executed.
- Special seating arrangement was designed to foster discussions in S1-2 classrooms.
- "Knowledge Building Model", comprising pre-lesson preparation, scaffolding and consolidation, was adopted for lesson planning.
- The extended curriculum and assessment mechanism in S1-3 elite classes was refined at subject level.
- Assessment data was systemically collected and analyzed to provide feedback on effectiveness of learning and teaching for follow-up actions.

(b) Fostering learning and teaching effectiveness by means of e-learning

- More tablets were purchased and apple TV was installed in all classrooms for mobile learning.
- Google Classroom was utilized for initiating flipped classroom and other e-learning applications.
- Learning videos for flipped classrooms were enriched.
- Student-student and student-teacher interactions in classroom were maximized by means of e-learning strategies. E-learning strategies were included in lesson observations.
- Staff development programmes organized for enhancing classroom interactions and e-learning are listed as follows:
 - ✓ New Teacher Induction was conducted to introduce our learning, teaching and assessment policies to the new teaching staff on 3 September 2018.
 - ✓ Mr. Ma Siu Leung, former Principal Education Officer, was invited to

deliver a talk on the Joint-Section Staff Development Day on 4 September 2018. He examined the changing roles of technologies in teaching and highlighted how the effective use of these technologies can enhance student learning.

- ✓ Our Biology teachers shared their experiences in conducting flipped classroom at a workshop “Effective Use of IT in Senior Secondary Learning and Teaching Strategies Series for Biology and Combined Science” run by Education Bureau on 7 January 2019.
- ✓ A sharing session “Building a Professional Learning Community” was held on 9 January 2019. 20 teachers from Valtorta College and 4 English teachers from Colégio Diocesano de São José 6 of Macau joined our sharing session.
- ✓ A briefing session about guidance for preparing lesson observation was provided for new teachers on 31 January 2019.
- ✓ The workshops on the use of a Google Classroom linked e-platform called “Go Formative” including online assignments and their feedbacks were arranged for our teaching staff on 27-28 March 2019.

(c) Developing learning communities among teachers were developed for professional development

- Our teaching staff have collaborated with the Education Bureau (EDB), universities and other schools through consultation and experience-sharing:
 - ✓ The student learning project named “Teacher Scheme for Educational Dialogue Analysis” in association with the University of Hong Kong (HKU) and the University of Cambridge was carried out.
 - ✓ We received the EDB School-based Support Services called “Self-Directed Learning as a Strategy to Promote STEM Education” under the University-School Support Programme in cooperation with the Department of Electrical and Electronic Engineering of The University of Hong Kong.
 - ✓ Our Chinese Language teachers worked with the EDB officials under the School-based Support Services to align their learning, teaching and assessment.
 - ✓ Our Life & Society Department developed a more effective learning environment through a collaborative Quality Education Fund (QEF) project, “Making Thinking Visible” with consultation offered by the Educational Psychologist, Student Support Committee and other Catholic Diocese Secondary schools.
- Collaborative lesson planning and peer lesson observation for professional development were implemented.
- Cross-curricular projects were facilitated to promote higher-order integrated learning:
 - ✓ S1 field study to Cheung Chau (Life & Society, Geography, Chinese History and History)
 - ✓ S1-2 Hakka heritage study on Yim Tin Tsai Island (Religious Studies and Chinese History)
 - ✓ S1 STEM project (Integrated Science, Computer Literacy and Mathematics)
 - ✓ S2 STEM project (Computer Literacy, Integrated Science and Mathematics)
 - ✓ S3 science project (Physics, Chemistry and Biology)
 - ✓ S3 field study on Southern District (Reading Team, Moral and Civic Education Team and Chinese History)
 - ✓ S3 Bible stories project (Religious Studies and Computer Literacy)
 - ✓ S3 musical drama (English Language and Music)

- ✓ S4 fashion show (Visual Arts and Music)
- Other academic visits and overseas educational programmes included the following:
 - ✓ STEM Study Tour to Taiwan Maker Fair (1-3 November 2018)
 - ✓ The Hong Kong Polytechnic University STEM Day 2018 (18 December 2018)
 - ✓ Visit to Jockey Club Museum of Climate Change in the Chinese University of Hong Kong (4 March 2019)
 - ✓ Heritage and preservation visits to Central District and Wanchai (9 April 2019 & 11 April 2019)
 - ✓ World cultural heritage, energy and conservation exploring tour to Shanxi (22-26 April 2019)
 - ✓ STEM Study Tour to Dongguan (3-4 July 2019)
 - ✓ Field Study to Rocky Shore at Shek O (9 July 2019)
 - ✓ Toronto English Study Tour (20 July 2019 – 4 August 2019)

4.1.2 Enhancing students' language proficiency through extensive reading and writing

(a) Refinement of the language-across-the-curriculum (LAC) programme

- English lessons were assigned to LAC in S1-2 classes. Teachers prescribed a curriculum that engaged students in extensive reading and writing.
- The learning, teaching and assessment strategies were aligned in S1 Computer Literacy, S1 Integrated Science and S2 Life & Society to help students tackle the subjects using English as the medium of instruction (EMI).
- The School participated in the “School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Mathematics Education Key Learning Area 2019-2020”, working closely with the Education Bureau (EDB) and the University of Hong Kong. The programme covered a situation analysis and co-planning for a school-based curriculum development programme for the enhancement of teaching Mathematics in the English medium.

(b) Cultivating reading habit in students

- To echo with the school major concern which stresses the selected two Chinese virtues, “benevolence” and “courtesy”, the reading theme “Hero” was chosen.
- Reading programmes and extended activities at different secondary levels:
 - ✓ Reading materials on the theme ‘Hero’ chosen by Chinese Language, English Language and Religious Studies panels were prescribed for S1 and S2 students during DEAR (Drop Everything And Read) session after morning assembly. Also, an election titled ‘Hero of Heroes’ was an extended activity of DEAR programme in collaboration with Moral and Civic Education Team.
 - ✓ Students shared their reflections on books with the whole school at morning assembly.
 - ✓ Inspirational Quotes Display Competition was executed.
 - ✓ Book crossing shelves were established in the school campus and S1-3 classrooms. The related activities were as follows:
 - S1 – class-based book crossing
 - S2 – book crossing at individual level
 - S3-6 – book crossing at voluntary basis
 - ✓ Visits to School Library during Chinese and English Languages lessons were arranged for S1-2 students.

- ✓ Books related to “benevolence” and “courtesy” as well as “Hero” were purchased to enrich the book resources in the School Library.
 - ✓ Articles related to “benevolence”, “courtesy” and “hero” were collected and compiled in a booklet for students to read.
- (c) Collaborating with different teams to promote reading
- Cross-curricular programmes were implemented as follows:
 - ✓ Extensive reading for S6 students on current issues on the theme “Hero is everywhere”.
 - ✓ In collaboration with Careers Team, reading materials on the theme ‘Heroes seeing Life and Death’ were prescribed for S4 students to echo with the year-end visitation to Life Journey; whereas those on the theme ‘Be a hero in your capacity’ prescribed for S5 students in collaboration with Careers Team
 - ✓ S3 Musical Drama was a collaboration with English Department and Music Department on the theme ‘Hero’.
 - ✓ Extensive Reading Schemes of Chinese and English Departments were carried out.
 - ✓ Subject panels, like Religious Studies, Integrated Science and History, infused reading into the curricula.
- (d) Inculcating in students a good reading habit under informal curriculum
- School Book Fair (28 February – 2 March 2019)
 - The reading circle was formed. Lunchtime meetings commenced on 28 February 2019 to read articles about common traits found in heroes.
 - Co-curricular activities to promote reading were organized as follows:
 - ✓ The cross-curricular visit to Southern District was jointly organized by the Reading Team, Chinese History Department and Society of Hong Kong History for S3 students on 30 November 2018. “From Reading to Seeing”, students could visualize how ‘benevolence’ and ‘courtesy’ were realised by inhabitants in Hong Kong
 - ✓ A library visit to King’s College by our student librarians was held on 21 January 2019.
 - ✓ To further widen students’ exposure and spark their interests in reading, the school took part in The Young Readers Festival organized by Hong Kong International Literary Festival.
 - The following writers were invited to deliver talks about their writing experiences and perspectives of seeing the world:
 - ✓ A forensic anthropologist – Winsome Lee (27 February 2019 & 1 March 2019)
 - ✓ An international comic script writer – Howard Wong (5, 8, 11, 15 March 2019)
 - ✓ An award-winning spoken word poet – Zohab Khan (15 March 2019)

4.1.3 Refining the STEM curriculum and stretching students’ abilities in collaboration, creativity and problem solving under the STEM education

- (a) Adaptation of school curriculum in relation to STEM education
- With respect to STEM subjects (Computer Literacy, Integrated Science, Physics, Chemistry, Biology and Mathematics), teaching materials in several topics were enriched.
 - Relevant worksheets were revised.
 - The syllabuses of these subjects were restructured.
- (b) Equipping students’ STEM and generic skills to solve authentic problems
- Lessons for students to learn coding, robotics, 3D printing, virtual reality

(VR) and augmented reality (AR) technology as well as video streaming were offered.

- Cross-curricular projects for S1-3 students to apply the related skills in authentic contexts were initiated:
 - ✓ S1 field study on Cheung Chau
 - ✓ S1-2 STEM projects
 - ✓ S3 science project
 - ✓ S3 bible story video production
 - ✓ STEM education visits and programmes

(c) Stretching collaboration, creativity and problem solving abilities of the talented students

- Talented students in science were identified by attending the International Credential Assessment Service (ICAS) test
- The STEM Corner with VR cave and interactive projection wall was established and opened on 23 November 2018. It provided an environment for teaching and learning through animation, 360 and 3D video production as well as VR and AR technology by using STEM-related and generic skills.
- The school planned to convert the Computer-Assisted Learning (CAL) room into STEM laboratory for the further development of the applications of robotics, coding, 3D printing in STEM learning.
- Apart from numerous STEM visits and competitions (e.g. robotics, drone coding) at local level, the School participated in the following events beyond Hong Kong:
 - ✓ STEM Study Tour to Dongguan
 - ✓ Asia Pacific Robot Alliance Competition – Taiwan International Championships (Secondary Schools) Robot-Sumo Tournament
 - ✓ International Junior Science Olympiad
 - ✓ Australian National Chemistry Quiz (ANCQ)

4.1.4 Reflection

- The School believes that learning outcomes of our students could be maximized only if their learning experiences both inside and beyond classroom are effective. In classroom, co-construction of knowledge applying generic skills involved both teachers and students in productive interactions. Appropriate “scaffolding” to engage students’ learning involved small-class setting and pedagogy to be facilitated by technology such as mobile learning. Apart from arranging co-curricular activities, learning opportunities were extended and enriched outside classroom by electronic means. Online platform managed by the School was in place to deliver flipped videos and accessible assignments. Teachers could track student performance aiming at assessment for learning, while students could receive reflective feedback to enhance assessment as learning. All in all, the School should further consolidate the learning communities pertaining to students and teachers, so that the former can share learning from experiences to deepen their collective knowledge, whereas the latter can advance their professional and skill-building development.
- With respect to strengthening language competence of students, we laid our emphasis on equipping them with the literacy skills of reading and writing. Extensive reading-across-the-curriculum was the strategy adopted for students not just to comprehend texts, to acquire vocabulary and to develop positive reading habit, but also to build a broad knowledge base for higher levels of cognitive development. Writing skills, like reading skills, should be developed in students similarly across-the-curriculum. We should provide sufficiently diversified, meaningful and authentic contexts for students to manufacture their own texts. Both literacy skills in students would be built up in an intertwined manner.

- This year, extra resources were deployed on STEM education at school, incorporating the interactive wall and VR cave in the STEM Corner. Equipped with the basic knowledge and STEM skills, our students were more able to integrate and apply them in solving cross-curricular problems posed by teachers. Students were further enriched with STEM-related learning experiences in co-curricular projects. These experiences were provided in collaboration with professional bodies and relevant organizations. In line with the advancement of technology, our students will persist to explore and inquire the world under the school-based STEM education.

4.2 To cultivate students' positive values and deepen their understandings of Chinese culture and history for whole person development and lifelong learning

4.2.1 Fostering the character building of Raimondians via cultivating two of the Chinese virtues: namely "Benevolence" and "Courtesy" of students:

- (a) Promoting Chinese virtues: namely "Benevolence" and "Courtesy" through various gatherings and programmes at the beginning of the school term:
 - Introductory talk to teachers and students: A cross-team introductory talk was organized for junior forms and senior forms to help students familiarize with the school major concerns from 2018 to 2021.
 - S1 Orientation Day: All S1 parents and students were invited to attend S1 Orientation Day held on 22 August 2018 for briefing. Details are as follows:
 - ✓ Introduction of Principal, Vice Principals and Head teachers
 - ✓ School rules and regulations
 - ✓ School culture and highlights
 - ✓ Student Support for whole person development
 - ✓ Teaching, Learning and Assessment
 - Camps were organised to help students reflect on the characters of Raimondians and cope with the new stages
 - ✓ S1 Orientation Camp (31 August-1 September 2018)
 - ✓ S4 Leadership Camp (13-15 September 2018)
- (b) Cultivating students to develop the two virtues "Benevolence" and "Courtesy" through engaging in school-based activities:
 - An array of activities prescribed to cultivate the two chosen virtues among students are listed as follows:
 - ✓ S.3 Community Service (whole year)
 - ✓ Caritas Bazaar (4 November 2018): Over 250 students helped at the school stall selling school souvenirs and hand-made products
 - ✓ Hunger Banquet (12 October 2018)
 - ✓ Gift cards for secret angels (April 2019)
 - ✓ Greening for the Chest Campaign organised by Community Youth Club (21 December 2018)
 - ✓ Fund-raising walkathon for the renovation of the Cathedral of the Immaculate Conception (24 February 2019)
- (c) Enhancing students' understanding on the two virtues "Benevolence" and "Courtesy" through implementing cross-curricular programmes with academic subjects like Chinese Language, BAFS, RS as well as Reading team and Drama Club. The programmes/activities held were as follows:
 - Chinese: Thematic Writing Competition, Reading Report and Slogan Design Reading Report
 - BAFS: Workshop on Financial Management
 - Reading Team: D.E.A.R. Reading Scheme
 - RS: Thematic Sharing, Evangelization

- English: News Commentary
- Drama

(d) Hall Assembly:

The monthly hall assembly was held to help students understand and live the virtues, “Benevolence” and “Courtesy”. The themes were as follows:

- September: Introductory Talk of Benevolence and Courtesy
- October: Benevolence for love
- December: Courtesy for respect
- February: Benevolence for forgiveness
- March: Benevolence for humility
- May: Courtesy for self-discipline

4.2.2 Enhancing students’ positive outlook on life by refining and implementing the life planning education curriculum:

(a) Implementing life planning programme in formal and informal curriculum:

- Morning Rope-skipping Programme for S.1 students
- Lunch Programme: Relaxing activities or leisure exercises were provided for senior students in order to release their stress due to academic pressure. Group activities were arranged for junior forms to foster their sense of belongings and teambuilding through class management.
- School Picnic (2 November 2018)
- Sunshine Student Programme held with the support from the Central District Police Community Relation Office and the JPC: a series of talks, visits and exhibitions were organized to nurture students with positive thinking and values
- Life Journey Experiential Workshop (July 2019): S4 students were engaged in the life journey experiential workshops at Jockey Club Journey Center in an attempt to understand their values of life
- A talk titled ‘Passion’ was delivered by Mr. Dicky Cheung Wai Kin, a renowned Catholic local artiste, to inspire our S3 to S5 students to face challenges and adversities throughout their life with faith in God and a positive attitude

(b) Formation of new extra-curricular activity clubs

In order to provide students with more choices on uniform groups and widen their horizons in discipline training, two new clubs were established, namely “Air Cadet” and “Air Scouts”. About 30 S1 and S2 students joined in these two uniform groups totally.

(c) The QEF project namely “Share Respect for Life, Walk Together in Adversity” has been run. It facilitates students’ level of resilience through various activities like drama, workshops for students and parents.

4.2.3 Assisting students to understand their own career aspirations through mentorship programme and working experience in partnerships with parents, alumni and external organizations:

(a) Strengthening parents’ education through conducting mentorship programme in collaboration with an external organization, the Salvation Army:

- Seminar for parents: An introductory talk was conducted to educate parents on how to communicate with their children and help parents plan for their studies and future career pursuits.
- Workshop on parental mentorship for 15-20 parents: A 3-session training programme was organized for parents to equip students’ knowledge, skills

- and develop positive attitude through parental mentorship.
 - With the collaboration of Academic Committee, Student Support Committee and Guidance Team, a series of Electives consultation seminars were held for S.3 parents to help them guide their children to make sensible choices for Senior Secondary Electives.
- (b) Entrepreneur training programmes with working experiences were conducted in partnership with alumni, and external organizations to broaden students' horizon and explore the business world:
- An entrepreneur training programme for S4 students was supported by the Caritas in collaboration with the Careers team, Guidance team and MCE team. It helps S4 students to explore their talents and interests so as to pursue their future careers. Working experiences gained also enhanced students' understanding on the spirits of "benevolence" and "courtesy".
 - Workshops on exploration of career paths and the entry requirements of popular JUPAS programmes
 - "Linking Careers World in RC" (12 December 2018): With the support of alumni from different fields, a brief talk on enhancement of students' understandings on the career world. Afterwards, some students also took part in job-shadowing programs organized by the alumni.
 - Lunar New Year Fair (February 2019): Thanks to the support of Raimondi Alumni Association (RAA) and Raimondi Alumni Association Foundation (RAAF), students learned to run a business by setting up a booth named "Gou Dong" at Victoria Park from 30 January to 4 February 2019. It was a good chance for our students to learn business concepts like marketing, promotion, financial budgeting and product design etc. which could be applied to their everyday life.
 - Business-School Partnership Program was initiated to deepen S4-S5 students' understanding on the job natures of different professions. Company visits were arranged in various working fields through i-Dream-3 programmes and Summer Careers-Related Experience Scheme.

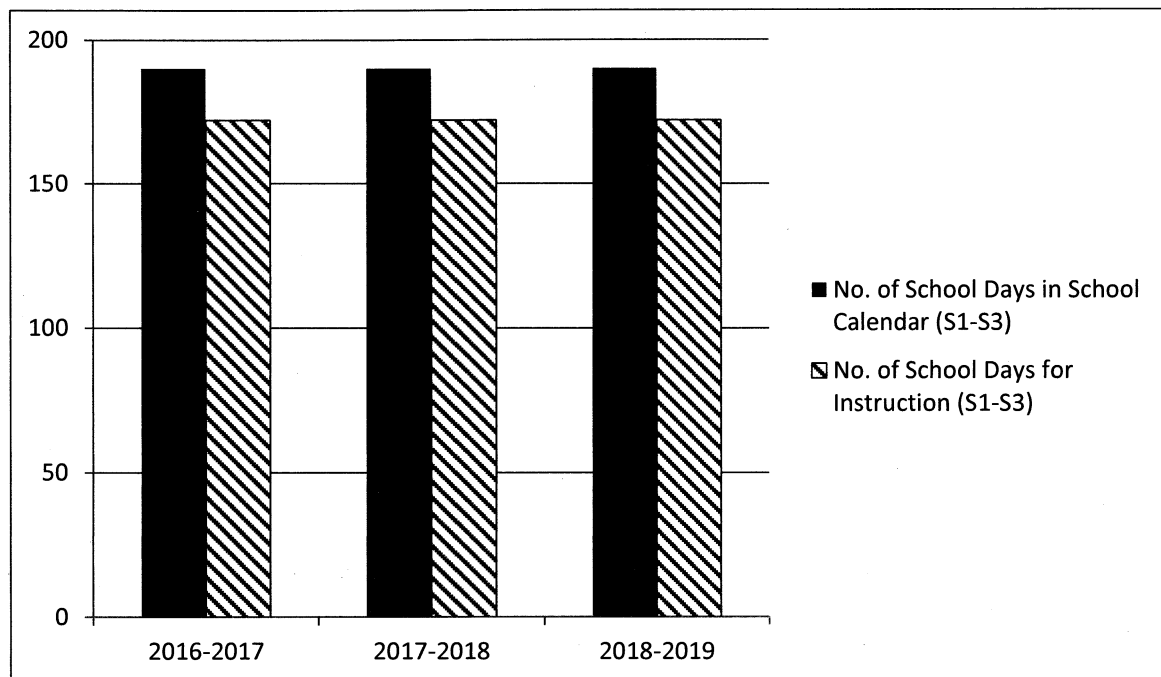
4.2.4 Reflection

- With the concerted efforts made by our staff, students, alumni and parents, the Thanksgiving Mass cum Open Days held on 23-25 gained recognition to reach an auspicious climax during our series of Golden Jubilee celebration events. The spectacular celebrations truly displayed the unity of all stakeholders and exhibited the talents of our students in different aspects. Such a success proved that the School is on the right direction providing ample opportunities for its students to maximize their potential to the fullest in a life-wide manner. We will continue to provide a favourable learning environment supporting our students to actualize their dreams when facing the challenges brought by technology advancement and globalization. This echoes with our anniversary slogan "Persevere in Unity, Fly beyond Boundaries".
- Grounded on the foundation of the Catholic core values laid, two of the five basic Chinese virtues, namely "benevolence" and "courtesy" were deepened in students' mind this year. The school major concern was fulfilled through various student support strategies such as hall assembly, co-curricular activities (e.g. S1 Orientation Camp, S4 Leadership Camp and study tours) as well as cross-curricular life-planning programmes. In addition, the Moral and Civic Education Team worked closely with subject departments (Chinese Language, English Language, Liberal Studies and Religious Studies) and teams (Reading Team and Drama Club) to promote Chinese culture through experiential learning and Other Learning Experiences (OLE). In the coming year, we will move forward to strive for cultivating in students the Chinese virtue of "integrity".

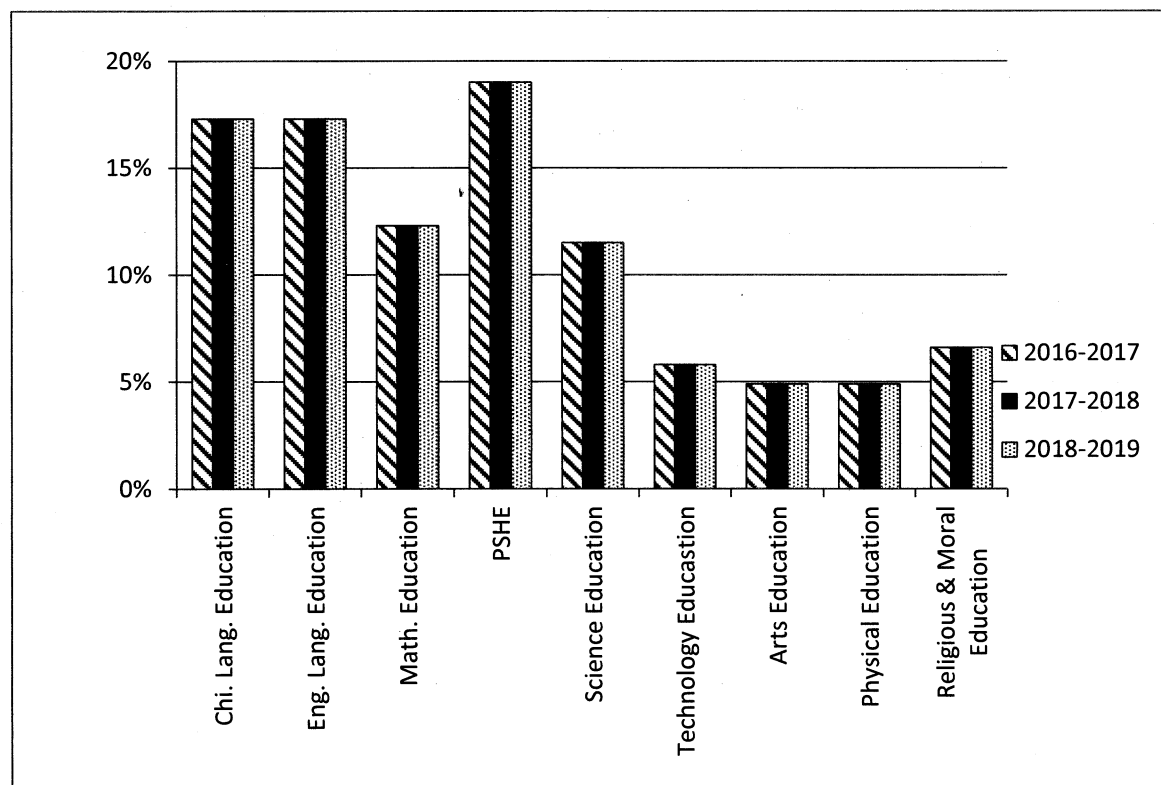
- Our “My Dream, My Faith” Programme, iDream-3 Programme and mentorship scheme implemented were effective for students to develop their understanding in the context of whole-person development, to make informed and responsible choices for their paths, as well as to reinforce good relationships with teachers. These were evident from the Stakeholders’ Survey conducted this year. In addition to these values, students’ self-management skills will also be addressed in the next school year.
- To develop students’ understanding on challenges and opportunities ahead and to broaden students’ horizons in national contexts, the School will take entrepreneurial spirits, job shadowing experiences as well as “One Belt One Road” initiative into considerations upon curriculum planning for the year 2019-2020.

5. Learning and Teaching

5.1 Number of Active School Days

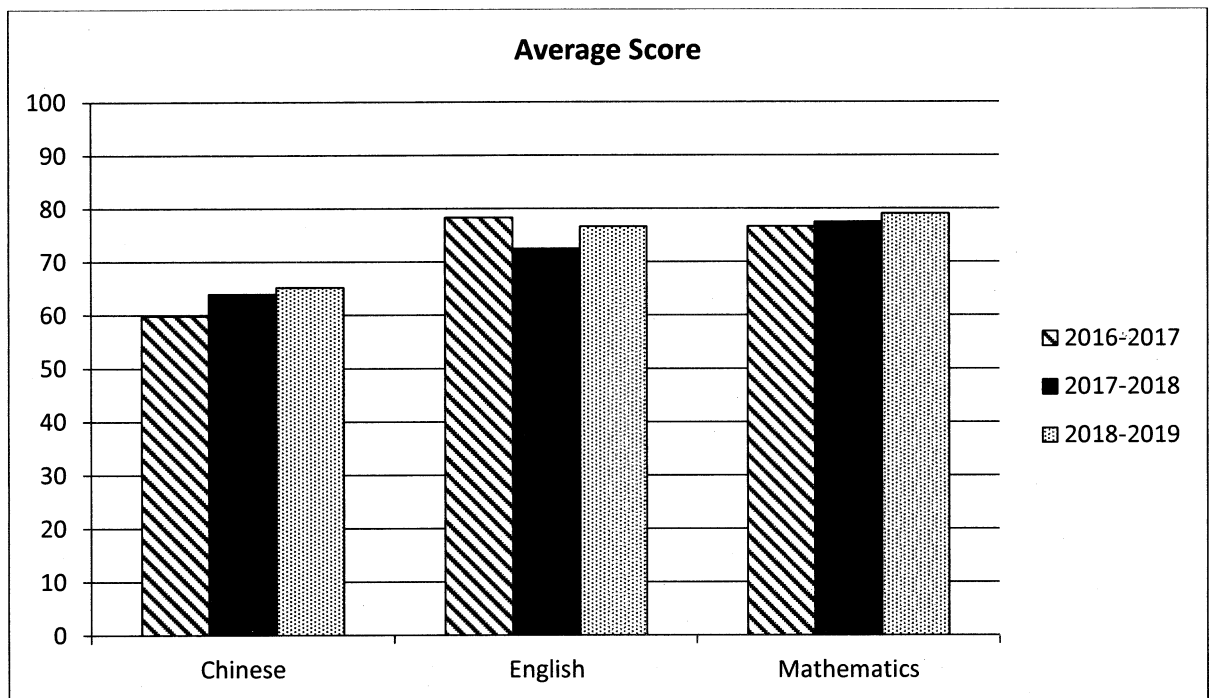


5.2 Lesson Time for the 8 Key Learning Areas, Religious & Moral Education

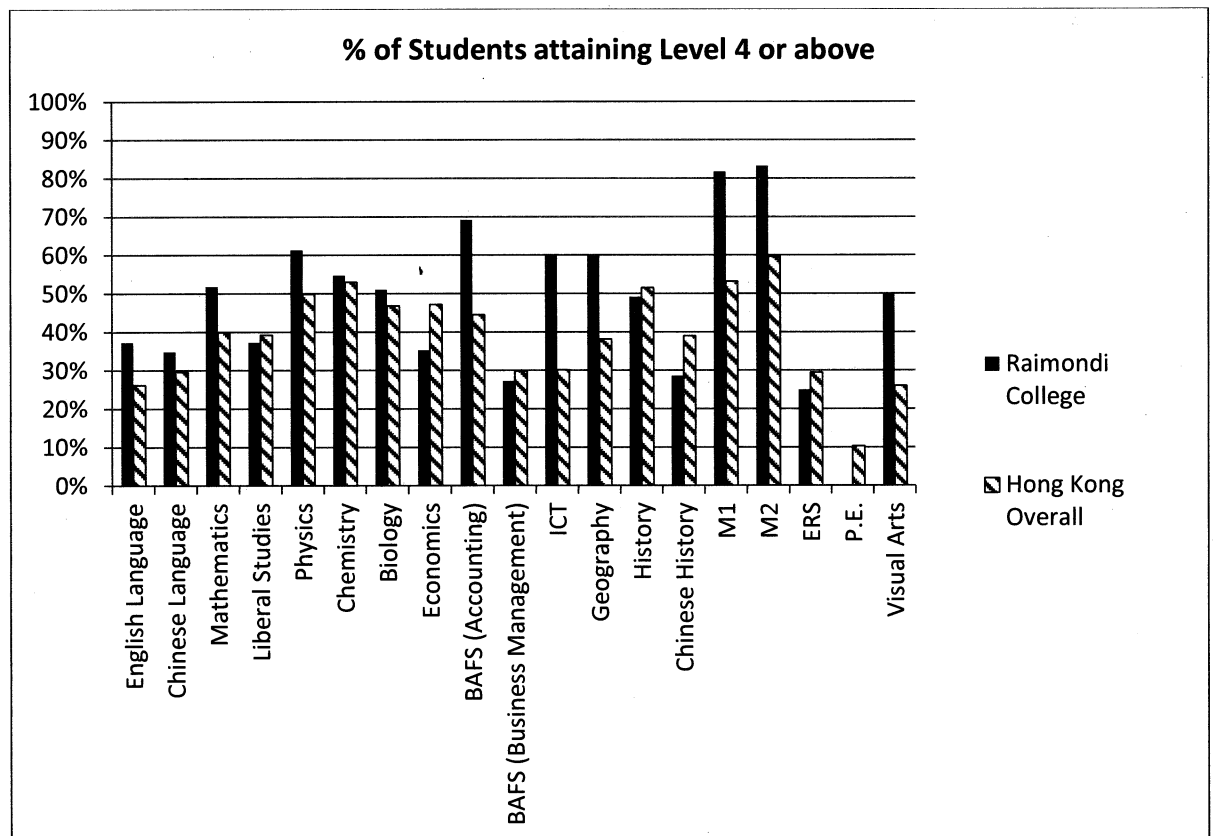


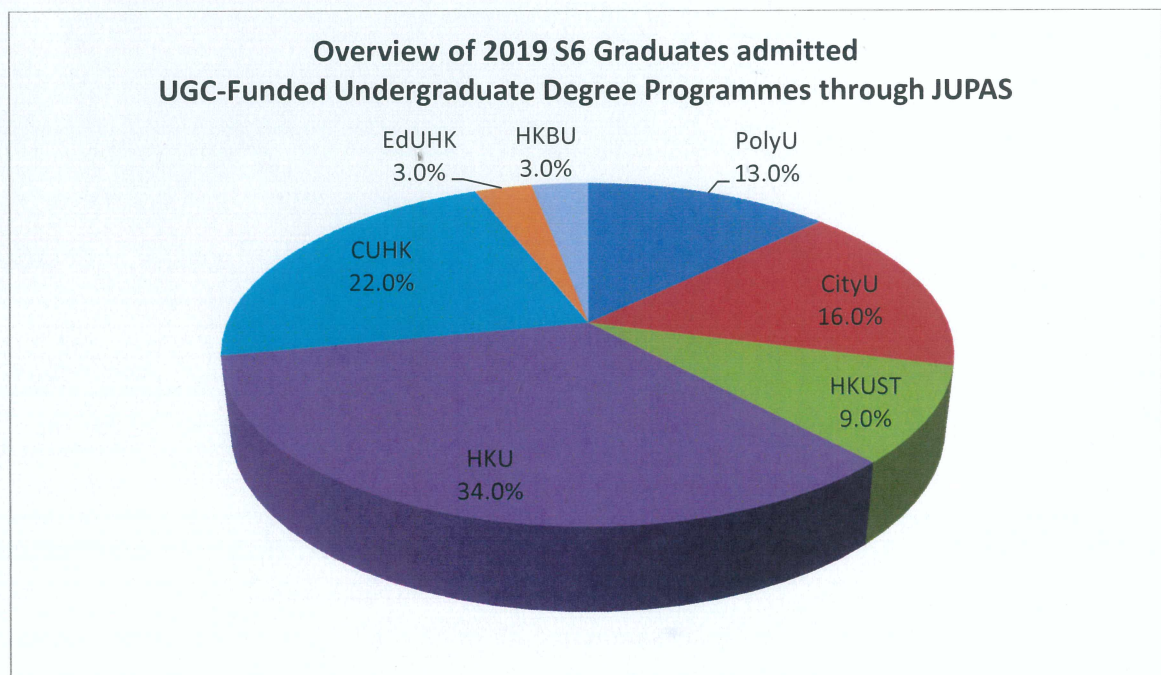
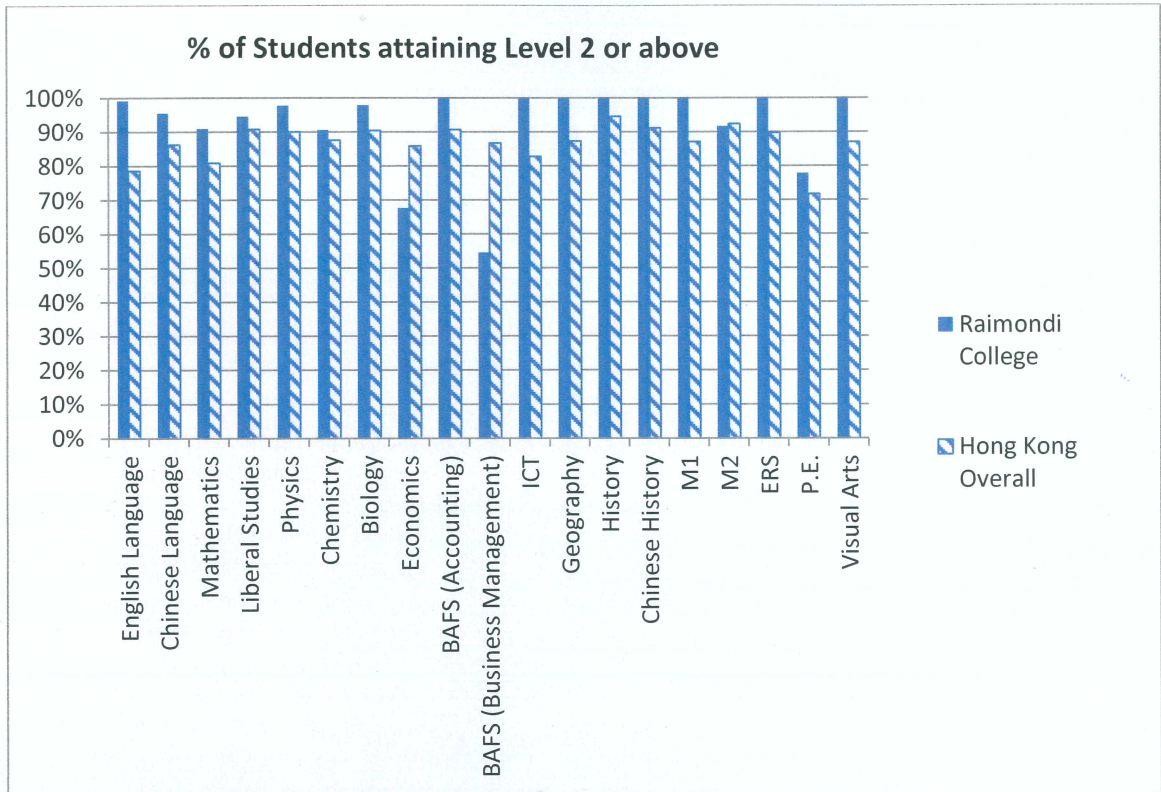
6. Student Performance

6.1 HKAT (Pre-S1)



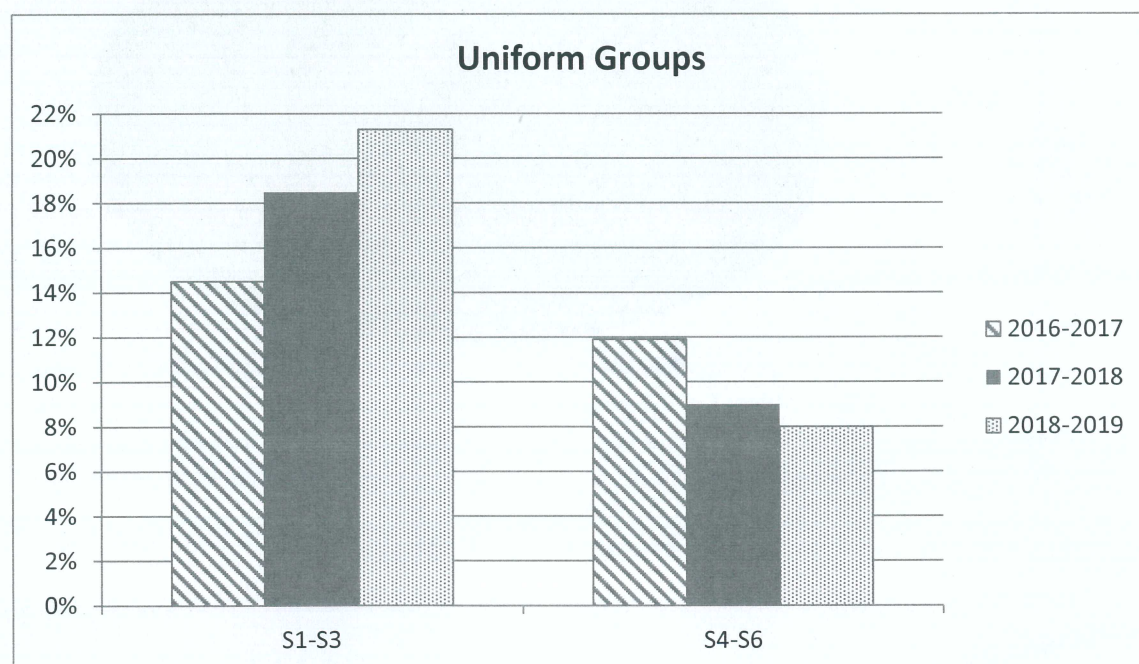
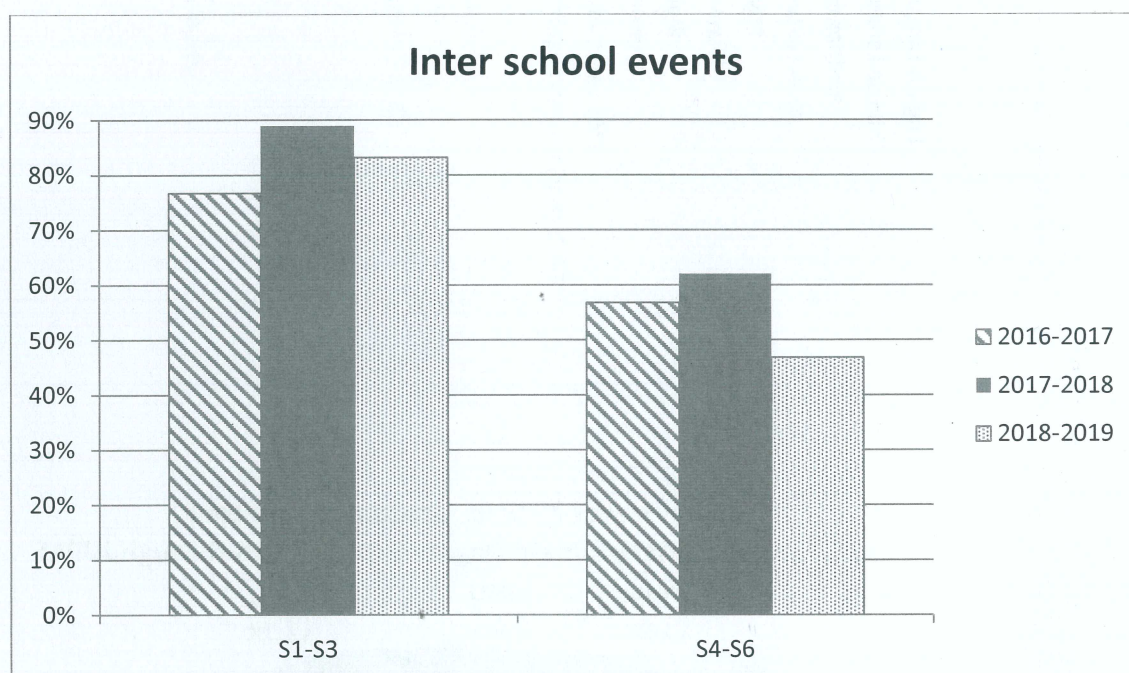
6.2 2019 Hong Kong Diploma of Secondary Education Examination





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

Activities	Number of participants
Inter-school Sports Competitions	212
Hong Kong Schools Music Festival	108
Hong Kong Schools Speech Festival	36
Scouts	46
Hong Kong Red Cross Youth Unit 7	62



7. Staff Development

7.1 The average time spent on continuous professional development activities in 2018-2019 per teacher is 56.9 hrs.

7.2 The Staff Manual was revised and updated.

7.3 Staff development activities organized:

- New Teacher Induction was conducted on 3 September 2018 to provide guidance and support for new teachers' professional development.
- Mr. Ma Siu Leung delivered a talk on the Joint-Section Staff Development Day dated 4 September 2018. The title was 「淺談當前教育的課題」. He examined the changes in teaching technologies & teaching approaches and highlighted how the effective use of these technologies can enhance student learning.
- Four staff development days were held during the year and details are as follows:

Staff Development Day	Date	Highlights
1 st Staff Development Day	19 October 2018	<ul style="list-style-type: none">• A visit to Colégio Diocesano de São José 6, Macau with the programme as follows: Morning Session: Alliance signing ceremony & Thanksgiving Mass Afternoon Session: Visit Colégio Diocesano de São José 6
2 nd Staff Development Day	6 December 2018	<ul style="list-style-type: none">• A seminar focused on legal matters in schools was organized by the Council of Central & Western District School Heads.
3 rd Staff Development Day (Catholic School Teachers' Day 2019)	16 May 2019	<ul style="list-style-type: none">• The theme was "Let the Children Come to Me" [Mk 10:14].
4 th Staff Development Day	2 July 2019	<ul style="list-style-type: none">• Teachers met for the evaluation, SWOT analysis and formulation of Year Plan according to Major Concerns 2019-2020

7.4 Professional interflow activities

- A sharing session, Professional Interflow ‘Building a Professional Learning Community’, was held at Raimondi College on 9 January 2019. It was a part of Catholic Diocesan School staff development programme. 20 teachers from Valtorta College and 4 English teachers from Colégio Diocesano de São José 6 joined our sharing session.

Session	Highlights
Plenary Session	<ul style="list-style-type: none">• Mr. K. H. Tam gave an overview of the recent development in Learning and Teaching in Raimondi College• Visit to VR Cave, STEM Corner, Library and S.1-2 classrooms for the small class setting
Parallel Sessions	<ul style="list-style-type: none">• Ms. R. Sit, Ms. M. Yip, Mr. E. Tang & Mr. A. Wu shared their insights on improving English proficiency and promoting reading in school• Mr. R. Lo & Mr. H. Wong shared their experience in implementing Flipped Classroom and developing video archives for micro-teaching in Biology• Mr. R. Wong & Mr. K. H. Tam shared their insights on the curriculum development of PSHE

- Staff Development Team conducted a briefing session for the new teachers on 31 January 2019. The session provided guidance on the preparation for lesson observation.
- Mr. D. Chung was invited by the Education Bureau to be a speaker in a public sharing session on 21 February 2019. He shared his successful experience in assisting and promoting inclusion education in school.
- The Catholic School Leadership (CSL) school attachment programme brought Ms. Mak Tsiu Ying (St. Joseph’s Anglo-Chinese School) to our school on 14 & 15 May 2019. During her stay in our school, Ms. Mak observed a lesson, joined professional discussions and took part in lunchtime religious activities.
- An “Explain Everything Workshop” was conducted on 6 July 2018 by Mr. M. Y. Wong, Mr. R. Lo and Mr. S. H. Yau. It aimed at supporting our staff to use iPad effectively in their classroom teaching.
- Two e-learning workshops, focused on using GoFormative, were organized for the senior form teachers on 27 and 28 March 2019. They introduced GoFormative to the teachers for enhancing and extending student classroom learning.
- An e-learning workshop provided continual support to RC teachers on 8 July 2019. Some teachers shared their strategies in incorporating e-learning elements in classroom instruction.

8. Evaluation Report for Capacity Enhancement Grant 2018-2019

Major Area(s) of Concern	Strategies/ Tasks	Evaluation	Expenditure
To promote arts and physical education	To employ instructors for music and sports	<ul style="list-style-type: none"> Students actively participated in music and sports competitions and activities Many students were awarded prizes 	<u>Music Instructors / Conductors:</u> \$112,640 <u>Sports trainers:</u> \$63,820
To support the Small Class Teaching Scheme	To employ teachers to support the Small Class Teaching Scheme	Small Class Teaching Scheme paved way to a more interactive classroom with more feedback and attention to students	<u>Chinese Language Teacher:</u> \$346,311 <u>English Language Teacher:</u> \$346,311

Total Expenditure: \$869,082

9. Evaluation Report for Diversity Learning Grant 2018-2019

Programme title	Objective	Target	Duration / Start Date	Deliverable	Evaluation	Expenditure
Workshop on drones	To train students' programming skills in driving drones	<ul style="list-style-type: none"> • 20 students • S4 students • Nominated by ICT teachers 	<ul style="list-style-type: none"> • September – December 2018 	<ul style="list-style-type: none"> • Students' programming skills in handling drones enhanced 	<ul style="list-style-type: none"> • The attendance was high • Students could write coding language for drones 	\$20,160
Training course on problem-solving in science	To facilitate students' logical thinking skills in science problem-solving	<ul style="list-style-type: none"> • 15 students • S6 students • Nominated by science teachers 	<ul style="list-style-type: none"> • October – December 2018 	<ul style="list-style-type: none"> • Students' thinking skills in science problem-solving facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could apply thinking skills in problem-solving 	\$4,800
Training course on debate	To enhance students' skills in debate	<ul style="list-style-type: none"> • 20 students • S4-5 students • Nominated by Chinese teachers 	<ul style="list-style-type: none"> • December 2018 - May 2019 	<ul style="list-style-type: none"> • Students' debating skills facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could demonstrate enhanced debating skills 	\$30,066.30
Leadership training camp	To sharpen leadership skills of the potential students	<ul style="list-style-type: none"> • 30 students • S4-5 students • Nominated by Red Cross Advisors 	<ul style="list-style-type: none"> • February 2019 	<ul style="list-style-type: none"> • Leadership abilities polished 	<ul style="list-style-type: none"> • The attendance was high • Students could display polished leadership abilities 	\$21,020
Training course on Chinese creative writing	To improve students' ability in creative writing	<ul style="list-style-type: none"> • 20 students • S5 students • Nominated by Chinese teachers 	<ul style="list-style-type: none"> • February - March 2019 	<ul style="list-style-type: none"> • Students' ability in creative writing improved 	<ul style="list-style-type: none"> • The attendance was high • Students could show improved creative writing ability 	\$6,500
Training course on Mathematics competition	To sharpen students' problem-solving abilities in mathematics	<ul style="list-style-type: none"> • 10 students • S4-5 students • Nominated by Math teachers 	<ul style="list-style-type: none"> • February – March 2019 	<ul style="list-style-type: none"> • Students' problem-solving abilities sharpened 	<ul style="list-style-type: none"> • The attendance was high • Students had favourable results in competition 	\$13,500
Training courses on Chinese creative writing	To improve students' ability in creative writing	<ul style="list-style-type: none"> • 40 students • S4-5 students • Nominated by Chinese teachers 	<ul style="list-style-type: none"> • August 2019 	<ul style="list-style-type: none"> • Students' ability in creative writing improved 	<ul style="list-style-type: none"> • The attendance was high • Students could show improved creative writing ability 	\$30,475
Summer debate training	To enhance students' skills in debate	<ul style="list-style-type: none"> • 10 students • S5 students • Nominated by English teachers 	<ul style="list-style-type: none"> • August 2019 	<ul style="list-style-type: none"> • Students' debating skills facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could demonstrate enhanced debating skills 	\$2,600

Total Expenditure: \$129,121.30

10. Report on Transitional Careers & Life Planning Grant (TCLPG)

Raimondi College

Summary Expenditure on the Use of Transitional Careers & Life Planning Grant (TCLPG) 2018-2019

Objectives	Strategies	Evaluation (Quantitative and Qualitative)	Allocation of TCLP Grant	Actual Expenditure
To help junior formers acquire a better understanding of their interests and diverse abilities and to set appropriate career goals	<ol style="list-style-type: none"> 1. Cross-team mass programmes and Life Planning Education lessons for Junior Secondary students 2. 'My Dream, My Faith' – Mentorship Programme for Junior Secondary students 3. Workshops by Federation of Youth for S1 (My Assets) 4. School-based workshops on character building, stress management, health management and sex education 5. University Visits and Taster Programmes for S2-S3 6. Mock Senior Secondary Elective Selection for S3 	<ul style="list-style-type: none"> • Class teachers were assigned as mentors of their respective classes. • Class teachers were able to check the progress of their mentees with the help of the "My Dream, My Faith" Mentorship Programme handbook. • Class teachers met with mentees for discussion at least 2 times per year. • Documents, i.e. 'My Dream, My Faith' Mentorship Programme handbooks, were scrutinized. • Oral feedback from class teachers received. • S3 students were able to make wise choices at SS elective selection based on the 'ICAC' model: <u>I</u>nterest, <u>C</u>ompetitiveness (academic results), <u>A</u>bility and <u>C</u>areer aspiration. 	<ul style="list-style-type: none"> • Procuring services from agencies • Hong Kong Federation of Youth Groups <ul style="list-style-type: none"> - Workshops for S1(My Assets): \$15,000 	\$15000

Objectives	Strategies	Evaluation (Quantitative and Qualitative)	Allocation of CLP Grant	Actual Expenditure
To pave way for Senior Secondary students to make a smooth transition from secondary to tertiary education and/or workplace	<ol style="list-style-type: none"> 1. Cross-team mass programmes and Life Planning Education lessons for Senior Secondary students 2. Linking Careers World to RC by alumni for S.5 and S.6 3. Business-School Partnership Programme for S4-S6 4. Talk on relationship between personality and the choice of jobs for S4-S5 5. DISC Profile for S6 6. Workshop on Interviewing Skills and Mock Interviews for S6 students 7. School-based workshops on stress management, health management and sex education. 8. Entrepreneur Training Programme for S4 students by Caritas: collaboration with the Moral and Civic Education Team and the Guidance Team 	<ul style="list-style-type: none"> • Positive oral feedback from S6 teachers, mentors of the S6 students was received • Documents, i.e. 'My Dream, My Faith' Mentorship Programme handbooks, were scrutinized. • JUPAS data were used as one of the tools to assess the effectiveness of the mentorship scheme. • Survey was conducted. 85% of the students attained a better understanding on how to perform well in interviews. • Survey was conducted. 80% of the students attained a better understanding on self-management skills and setting goals accordingly. • Through afterthoughts and reflections, students gained fruitful experiences on the trial in different fields and had their business started. 	<ul style="list-style-type: none"> • Procuring services from agencies • Expenses on talks and workshops <ul style="list-style-type: none"> - venues, souvenirs and honorarium for guest speakers: \$4900 - Edvenue Limited • 'Keys to Successful Admissions Interview' mass programme and Mock Interview for S6 students: \$15200 - Hong Kong Federation of Youth Groups - DISC Profile for S6: \$6,000 - The Caritas Community ,Caine Road for Entrepreneur Training Programme: \$30000 	<p>\$4900</p> <p>\$15200</p> <p>\$6000</p> <p>\$30000</p>

Objectives	Strategies	Evaluation (Quantitative and Qualitative)	Allocation of TCLP Grant	Actual Expenditure
To enhance students' positive outlook on life by refining and implementing the life planning education curriculum for S.4 students	<ol style="list-style-type: none"> 1. Informal curriculum: collaboration with the R.S. Department-Life Journey Experiential Workshop for S4 students 2. Formal curriculum: Inspirational Workshop 'Aim High, Fly Higher' for S4 students 	<ul style="list-style-type: none"> • By observation • Positive oral Feedback from students and teachers was received. • Through the evaluations and afterthoughts conducted by the Life Journey Experiential Centre –the organizing agency, over 90% of the S4 students treasured time, cared for people around them; developed a positive perception towards ageing and respected the elderly. The participants found the visit make them rethink about life. Students were very satisfied with the visit to Life Journey Center. • Questionnaires were given out after the Inspirational workshop. 85% of t students found the Inspirational Workshop touching and useful in encouraging them to set goals accordingly. 	<ul style="list-style-type: none"> • Life Journey Jockey Club Life Journey Experiential Workshop: \$14080 • International Culture Education Inspirational Workshop for S4: \$1800 	<p>\$14080</p> <p>\$1800</p>
To foster the character –building of Raimondians via cultivating two of the five Chinese virtues, namely “benevolence” and “courtesy” in students	<ol style="list-style-type: none"> 1. A Morale- boosting Events for S.6 students: “My Faith ,My Dream” 	<ul style="list-style-type: none"> • Morale- boosting Events held on 12/11/2018 and 10/1/2019 have inspired the S.6 students to unite, persevere and work for their further studies for a bright future as well as showing gratitude to the teachers concerned. The messages of “benevolence” and “courtesy” were duly conveyed. 	Morale Boosting Events for S6 students: \$2000	<p>Banner: \$550</p> <p>Presents to the S6: \$292.5 (Bookmarks)</p>

Objectives	Strategies	Evaluation (Quantitative and Qualitative)	Allocation of CLP Grant	Actual Expenditure
To provide parents with information related to students' career decisions	1. Senior Secondary Elective Selection Talk for S3 Parents 2. JUPAS Admission Talk for S6 Parents	<ul style="list-style-type: none"> Feedback from stakeholders, including teachers, parents and students, was favourable. 85% of the students attended could identify their learning goals and make wise decisions on their Senior Secondary Elective Selection 90% of the participants understood how to make informed decisions on JUPAS programme choices as reflected in the pleasing 2019 JUPAS offer results . 	/	
To further update the resource centre for careers and life-planning purposes	1. Ordering Guidebooks as reference books on Careers and Life-Planning	<ul style="list-style-type: none"> Oral feedback from students concerning the guidebooks was very good 	Delivery Charge: \$445	Delivery Charge - for S6 Further Studies Guide 2019: \$145 - Senior Secondary Subject Choice & Further Studies Guide 2019 for S3: students \$150 - Greater China Studies Guide 2019 S6: \$150

	Allocation of TCLP Grant	Actual Expenditure
	Remarks: <ul style="list-style-type: none"> TCLP Grant for 2018-2019: \$86080 	<ul style="list-style-type: none"> Actual Expenditure: \$ 88267.5
Balance		(\$2187.5)

11. Report on Non-Chinese Speaking Student Grant

改善非華語學生的中文學與教 學校報告 (2018/19 學年)

高主教書院

致：教育局

發展及支援組 (傳真號碼：2179 5492)

就實施「中國語文課程第二語言學習架構」(「學習架構」)，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，本校已在2018/19學年透過一系列校本支援措施(包括推行密集中文學習、加強與非華語學生家長溝通等)逐步落實有關計劃。

- ☐ 本校2018/19學年的總結報告已獲校董會通過。
- ☒ 本校2018/19學年的總結報告已獲法團校董會通過。

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。

現將有關要點，闡述如下：

(一)實施「學習架構」的整體情況

1. 本校透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，幫助非華語學生解決學習中文作為第二語言的困難，以期協助他們銜接主流中文課堂。具體措施包括：

- (i) 在教師培訓方面，在全校 3 名教授非華語學生的中文科教師當中，至2018/19學年結束時，已有 3 名曾經接受相關培訓，例如：(可選多於一項)
- ☒ 教育局舉辦有關「學習架構」及/或《中國語文校內評估工具》(《評估工具》)的研討會、工作坊等
- ☐ 教育局通函第21/2019號所載的「教授中文作為第二語言」專業進修津貼計劃
- ☐ 香港教育大學開辦的「為非華語學生而設的中國語文教學專業進修課程」
- ☐ 其他相關培訓(請說明)：_____

(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/未有進行有關分享活動，原因是：_____

(iii) 在校本專業支援方面：

- ☐ 本校在2018/19學年參加以下的相關校本專業支援服務：(可選多於一項)
- ☐ 由教育局專業人員提供的到校專業支援服務
- ☐ 大學-學校支援計劃
- ☐ 專業發展學校計劃

學校報告

請在適當的□內加上「☑」

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☐ 學校支援夥伴(借調教師)計劃

☐ 其他(請說明)：_____

☒ 正如本校在學期初提交的「學校計劃」所述，本校在2018/19學年沒有參加相關的校本支援計劃

(iv) 在2018/19學年，我們亦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 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/備註(請說明)：_____

2. 在課程/教材發展方面，在2018/19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、中五、中六

☒ 採用出版社、大學/專上院校出版的教材，包括：

沉浸中文HKU

☐ 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/備註(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2018/19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/備註(請說明)：非華語學童書法比賽、非華語廣東話演講比賽

學校報告

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4. 在推行多元密集中文學習模式方面：【有關資料從學校計劃(2018/19學年)第8項匯入】

(i) ☒ 本校大致按照學期初提交的「學校計劃(2018/19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 _____ (支援模式)

對幫助非華語學生學習中文最為有效,原因是:

可針對非華語學習水平調適課程

(ii) ☐ 本校在推行密集中文學習模式時,因應需要而作出以下的調適:

密集中文學習模式 原有安排 調適安排

就上述調適,主要的考慮因素是: _____

5. 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

☒ 在 本學年結束前及新學年開始時,使用《評估工具》的結果

☐ 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/備註(請說明): _____

6. 整體而言,在2018/19學年加強支援下,本校非華語學生在中文學習方面:

☒ 有 進步 (請同時填寫第7項),參照「學習架構」的學習成果,具體來說:

閱讀方面

初中: 能理解閱讀材料的內容大意

高中: 能理解材料的內容

寫作方面

初中: 能就熟悉的事物寫簡短文章

高中: 能根據需要確定內容,內容大致完整,內容切題

聽說方面

初中: 能理解話語中的主要信息,能簡單描述熟悉的事物

高中: 能理解話語內容,能圍繞話題,大致完整地表達自己的想法

☐ 沒有明顯的進步,主要因為 _____

就此,本校將於2019/20學年調整/加強相關支援策略,包括(請說明): _____

7. 本校認為非華語學生在加強支援下有較明顯的進步,原因是(請分享學校有效的教學策略、行政安排、或一至兩位非華語學生的成功個案):

抽離班可讓老師更能照顧學生的學習需要,照顧學習多樣性,有助學習

8. 本校透過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2018/19學年,非華語學生的中文學習表現,大致可劃分為以下情況:

[註:非華語學生若只在部分中文課堂抽離,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]

	非華語學生人數
(a) 全校非華語學生總人數	(a) 22 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	(0 名)
- 暫時仍未能追上華語同儕的非華語學生人數	0 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) 22 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	(22 名)
	[(a) = (b) + (c)]

(d) 其他/備註(請說明): _____

- 另外，約 2 名非華語學生預計可望在2019/20學年或隨後數年內銜接主流中文課堂：

1年內（2019/20學年內）：	<u>0</u> 名
1至2年（2020/21學年內）：	<u>0</u> 名
2至3年（2021/22學年內）：	<u>2</u> 名
3至4年（2022/23學年內）：	<u>0</u> 名
多於4年（2023/24學年或以後）：	<u>0</u> 名

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2018/19學年，據我們的初步了解，本校高中的非華語學生就中文科參加「計劃參加不同公開考試／修讀應用學習中文（非華語學生適用）」課程的情況如下：（小學無需填寫此項）

	年級及人數	中四	中五	中六
在2018/19學年就讀中四至中六的非華語學生人數		0	3	1
(i) 已參加 / 計劃參加香港中學文憑 (中國語文科) 考試：				
(ii) 在2018/19學年修讀應用學習中文 (非華語學生適用) 課程：				
(iii) 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)			3	1
• 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 #：		0	3	1

(iv) 其他 / 備註 (請說明) :

(二) 建構共融校園

- ☒ 提供 所有 主要學校通告的英文版本
- ☒ 由 班主任 (或其他人士, 例如: 教學助理/中文科教師)

☐ 提供英文版本的其他資料，例如：

☐ 購買翻譯服務，協助翻譯學校通告 / 其他資料，及 / 或 因應需要在家長日或家長會提供即時傳譯

☒ 透過家長日（或其他模式，例如：

☐ 其他 / 備註 (請說明) :

12. 在2018/19學年，本校與非華語學生家長的溝通 大致良好，非華語學生的出席情況亦 大致理想，約 0 名連續缺課7個上課日或以上（其中最長請假 天），情況如下：

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

- ☐
- 舉辦 / 安排教師參與相關講座、研討會、工作坊：

主題	講者 / 協作機構 (如適用)
----	-----------------

☐ 舉辦多元文化活動，讓教師、學生及家長認識不同族裔的文化：

活動名稱 / 內容簡述	協作機構 (如適用)
-------------	------------

- ☒ 為學生推展同儕互勉計劃，鼓勵不同族裔的學生互相學習

計劃名稱 / 內容簡述

協作機構 (如適用)

班本课程/學習夥伴

校本

- ☐ 其他 / 備註 (請說明) :

14. 本校已透過以下途徑，為非華語學生在課堂 / 學校以外，提供更多接觸華語同儕的機會：(可選多於一項)

- ☐ 與錄取較多華語學生的學校建立學習圈 / 結成伙伴學校

(伙伴學校名稱：)

- ☐ 安排非華語學生 (共 名) 參與制服團隊，包括：

☐ 童軍 (例如：幼童軍、男童軍、女童軍)

☐ 少年警訊

☐ 交通安全隊

☐ 紅十字會 / 聖約翰救傷隊

☐ 基督少年軍 / 基督小先鋒

☐ 民安隊 / 航空青年軍

☐ 其他 (請說明) :

- ☒ 安排非華語學生參與社區服務 / 商校合作計劃 (例如：職場影子計劃、工作體驗、導師計劃、與校同行計劃等) / 其他機構舉辦的活動 (例如：由扶貧委員會籌劃的「友·導向」計劃、由教育局委託香港明愛舉辦的「多元文化夢飛翔計劃」、由民政事務總署資助營辦的少數族裔人士支援服務中心所舉辦的共融活動等)，主要包括：(請列舉1-2項)

活動名稱 / 內容簡述

協作機構 (如適用)

義工服務

明愛

- ☒ 其他 / 備註 (請說明) : 非華語學會主席及幹事、輔導組學長

15. 在2018/19學年，本校已通過以下途徑，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)

- ☒ 學校概覽

- ☐ 本校網頁

- ☐ 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

- ☒ 舉辦家長日 [例如：發放成績表時，與家長 (包括非華語學生的家長) 討論其子女的學習進度 (包括非華語學生的中文學習)]

- ☐ 其他 (請說明) :

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(三) 撥款的運用

16. 本校在2018/19學年的額外撥款為(A): 800,000 元，在2017/18學年完結時，有關撥款的累積餘額為(B): 82,170 元(如適用)。根據教育局通告第8/2014號第10段，本校在2018/19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)

【上述兩項有關額外撥款的金額匯入自學校計劃(2018/19)】

項目	全年實際開支
<input checked="" type="checkbox"/> 聘請中文科 / 其他科 (請說明：) 全職教師 2 名 ² ， 主要負責以下工作： <input checked="" type="checkbox"/> 教授非華語學生中文的教學工作 (每週共約 34 節) [(a)至(f)的總和] (a) 抽離學習，每週 24 節 (b) 小組學習，額外小組每週 0 節 (c) 增加中文課節，每週 0 節 (d) 在中文課堂與其他教師協作教學，每週 0 節 (e) 跨學科中文學習，每週 0 節 (f) 課後支援，每週 10 節 <input checked="" type="checkbox"/> 騰出原任中文科教師的教擔 (共 1 名，每週共約 12 節) [(a)至(f)的總和]，以便讓他們負責下列 教授非華語學生中文的教學工作： (a) 抽離學習，每週 6 節 (b) 小組學習，額外小組每週 0 節 (c) 增加中文課節，每週 0 節 (d) 在中文課堂與其他教師協作教學，每週 0 節 (e) 跨學科中文學習，每週 0 節 (f) 課後支援，每週 6 節 由上述增聘教師 / 原任中文科教師負責以下相關工作： <input checked="" type="checkbox"/> 發展校本課程 / 教材，共 20 單元 (涵蓋的年級：中一、二、三、五、六)，每週 3 節	554,400 元

² 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。

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項目	全年實際開支				
<input checked="" type="checkbox"/> 共同備課 (年級: 中一、二、三、五、六), 每週 3 節 <input checked="" type="checkbox"/> 建構共融校園 <input checked="" type="checkbox"/> 安排共融活動, 每週 1 節 <input type="checkbox"/> 與非華語學生家長溝通, 每週 _____ 節 <input checked="" type="checkbox"/> 其他相關工作 (請說明): 非華語學童小組					
<input checked="" type="checkbox"/> 聘請全職教學助理 1 名 ² , 主要負責以下工作: <input type="checkbox"/> 於中文課堂入班支援非華語學生, 協助教師教學, 每週 0 節 <input checked="" type="checkbox"/> 協助教師設計教學活動、編寫教材 (包括電子教材), 共 20 單元 <input checked="" type="checkbox"/> 課後支援, 每週 13.5 節 <input type="checkbox"/> 於小息或課後支援非華語學生, 例如 (請說明): <input checked="" type="checkbox"/> 協助教師安排共融活動 <input checked="" type="checkbox"/> 與非華語學生家長聯絡 <input type="checkbox"/> 其他 (請說明): _____	271,971 元				
<input type="checkbox"/> 聘請全職少數族裔助理 _____ 名 ² , 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, 協助講解學校政策及行政安排等 <input type="checkbox"/> 於中文課堂與教師協作, 每週 _____ 節 <input type="checkbox"/> 協助教師安排共融活動 <input type="checkbox"/> 其他 (請說明): _____	_____ 元				
<input checked="" type="checkbox"/> 購買教學資源 (請簡述有關資源及其用途): <table border="1" style="width: 100%;"> <thead> <tr> <th>資源</th><th>用途</th></tr> </thead> <tbody> <tr> <td>看漢華語網</td><td>自主學習、增加閱讀量、照顧學習差異</td></tr> </tbody> </table>	資源	用途	看漢華語網	自主學習、增加閱讀量、照顧學習差異	15,050 元
資源	用途				
看漢華語網	自主學習、增加閱讀量、照顧學習差異				

項目	全年實際開支															
<input type="checkbox"/> 僱用專業服務 (請簡述服務內容): <table border="1" style="width: 100%;"> <thead> <tr> <th>服務範疇</th><th>機構名稱</th><th>服務內容</th></tr> </thead> <tbody> <tr> <td><input type="checkbox"/> 翻譯服務</td><td></td><td>_____ 元</td></tr> <tr> <td><input type="checkbox"/> 課後中文學習班</td><td></td><td>_____ 元</td></tr> <tr> <td><input type="checkbox"/> 共融活動</td><td></td><td>_____ 元</td></tr> <tr> <td><input type="checkbox"/> 其他 (請說明):</td><td></td><td>_____ 元</td></tr> </tbody> </table>	服務範疇	機構名稱	服務內容	<input type="checkbox"/> 翻譯服務		_____ 元	<input type="checkbox"/> 課後中文學習班		_____ 元	<input type="checkbox"/> 共融活動		_____ 元	<input type="checkbox"/> 其他 (請說明):		_____ 元	
服務範疇	機構名稱	服務內容														
<input type="checkbox"/> 翻譯服務		_____ 元														
<input type="checkbox"/> 課後中文學習班		_____ 元														
<input type="checkbox"/> 共融活動		_____ 元														
<input type="checkbox"/> 其他 (請說明):		_____ 元														
<input checked="" type="checkbox"/> 其他由學校籌辦與建構共融校園相關的活動 3 項 (請簡述計劃舉辦的活動名稱及內容): <table border="1" style="width: 100%;"> <thead> <tr> <th>活動名稱</th><th>內容</th></tr> </thead> <tbody> <tr> <td>參觀活動</td><td>了解本地及中國文化</td></tr> <tr> <td>比賽及課外活動</td><td>提升學習興趣</td></tr> <tr> <td>非華語學童校友分享</td><td>了解升學及就業情況</td></tr> </tbody> </table>	活動名稱	內容	參觀活動	了解本地及中國文化	比賽及課外活動	提升學習興趣	非華語學童校友分享	了解升學及就業情況	8,000 元							
活動名稱	內容															
參觀活動	了解本地及中國文化															
比賽及課外活動	提升學習興趣															
非華語學童校友分享	了解升學及就業情況															
<input checked="" type="checkbox"/> 其他 (請說明): 教材 _____	4,000 元															
共	853,421 元(C)															
2018/19學年的累積結餘 [(A)+(B)-(C)]=	28,749 元(D) ³															
2018/19學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]=	3.59 %															

- ☐ 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。【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】

本校累積高水平額外撥款餘額的原因及改善建議【只適用於累積高水平餘款的學校】：

³ 資助學校、直資學校及按位津貼學校每學年可保留未動用的額外撥款，上限為有關年度所獲撥款的總額，任何超出上限的款項須歸還教育局。教育局將根據經審核的周年帳目，收回超出上限的餘款。官立學校可將不超過上一財政年度的撥款總額結轉至下一財政年度。任何超額結餘將會在財政年度完結時予以取消。

17. 本校會將撥款的累積餘額(D) 28749.00 元(如適用)，於下學年繼續支援本校的非華語學生。（請參照教育局通告第8/2014號附件二第3及第4段的會計安排）
18. 此外，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. 綜合而言，本校在2018/19學年推行「學習架構」及建構共融校園，在落實以下各項支援措施的情況如下：

	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 type="checkbox"/>	<input checked="" 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2018/19學年的經驗，特別是非華語學生的中文學習表現，擬備2019/20學年的支援計劃。

(五) 餘款的運用 【只適用於在 2019/20 學年沒有獲額外撥款的學校】

本校在2019/20學年錄取少於10名非華語學生，未能繼續獲額外撥款。本校會繼續善用2018/19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
聘請少數族裔助理 _____ 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
總預算開支：	0 元

(六) 其他 (如有需要, 可夾附1-3頁相關資料):

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」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。

校長簽署:	
校長姓名:	盧詠琴
統籌教師姓名:	廖嘉儀
統籌教師電郵:	kylui@raimondi.edu.hk
學校名稱:	高主教書院
學校電話:	25222159
日期:	2019 年 10 月 9 日

12. Financial Summary

	INCOME	EXPENDITURE
I. GOVERNMENT FUNDS		
• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen)	\$3,554,724.00	\$3,524,830.26
• Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, furniture and equipment, etc.)	\$1,958,100.10	\$1,818,887.27
• Other Grants (including Air-conditioning Grant and Lift Maintenance, etc.)	\$498,264.00	\$254,165.00
• Composite IT Grant	\$407,214.00	\$468,252.87
• Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)	\$613,766.00	\$869,082.00
• Careers & Life Planning Grant	\$86,080.00	\$88,267.50
• Non-Chinese Speaking Student Grant	\$882,170.00	\$847,553.00
• Senior Secondary Curriculum Support Grant	\$731,880.00	\$689,724.00
II. SCHOOL FUNDS (GENERAL FUNDS):		
• Tong Fai	\$1,130,699.40	\$1,287,849.97
• Donations	\$1,231,251.00	\$1,265,556.00
	<u>\$11,094,148.50</u>	<u>\$11,114,167.87</u>

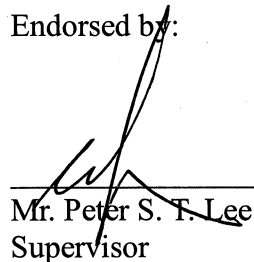
Prepared by:



Ms. Louisa Lo
Principal

Date: 11 October 2019

Endorsed by:


Mr. Peter S. T. Lee
Supervisor