

# **RAIMONDI COLLEGE SECONDARY SECTION**



**SCHOOL REPORT**  
**2019 – 2020**

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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. The 60<sup>th</sup> Anniversary celebrations were completed with great success in 2018.

### **1.3 School Management**

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

School-based management was first implemented in 1996.

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

The Incorporated Management Committee

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

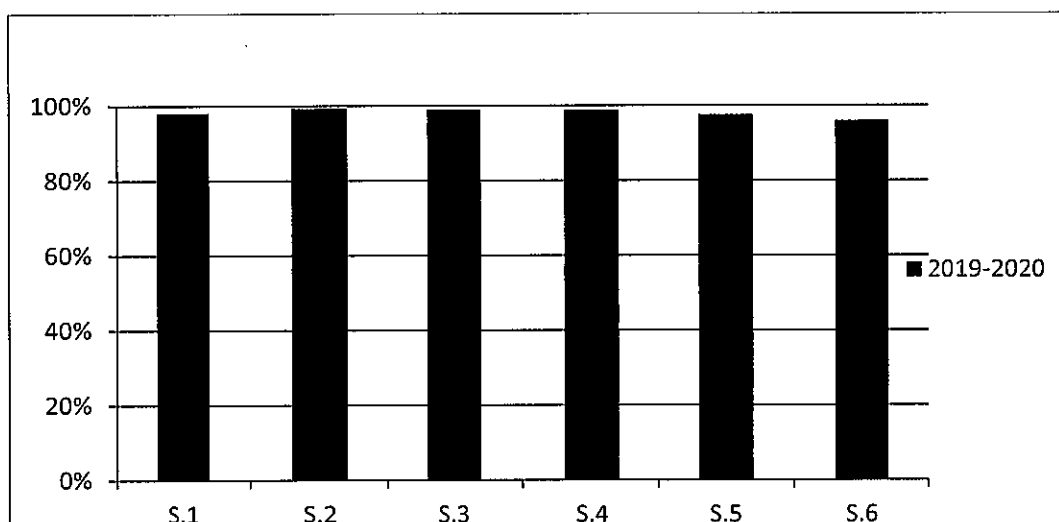
## 1.4 Class Structure

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

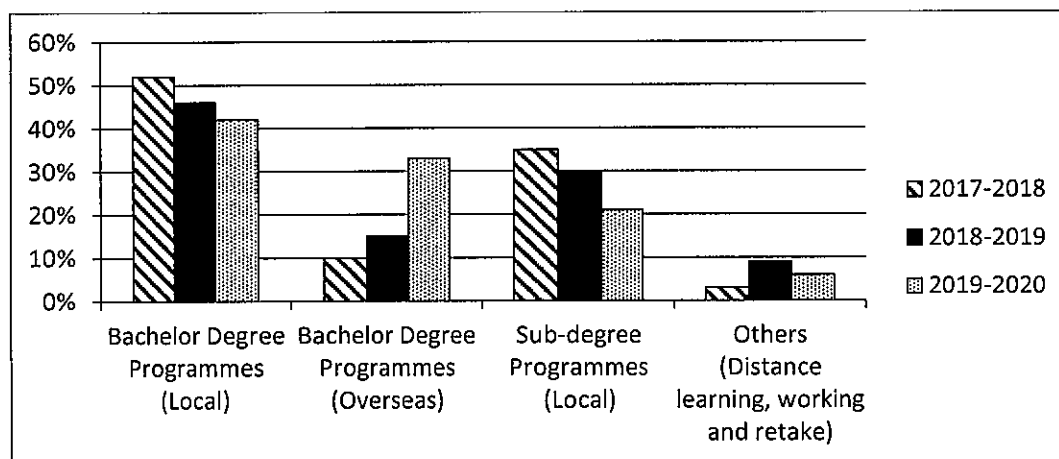
Total no. of teachers in 2019-2020: 63

## 2. Our Students

### 2.1 Students' Attendance

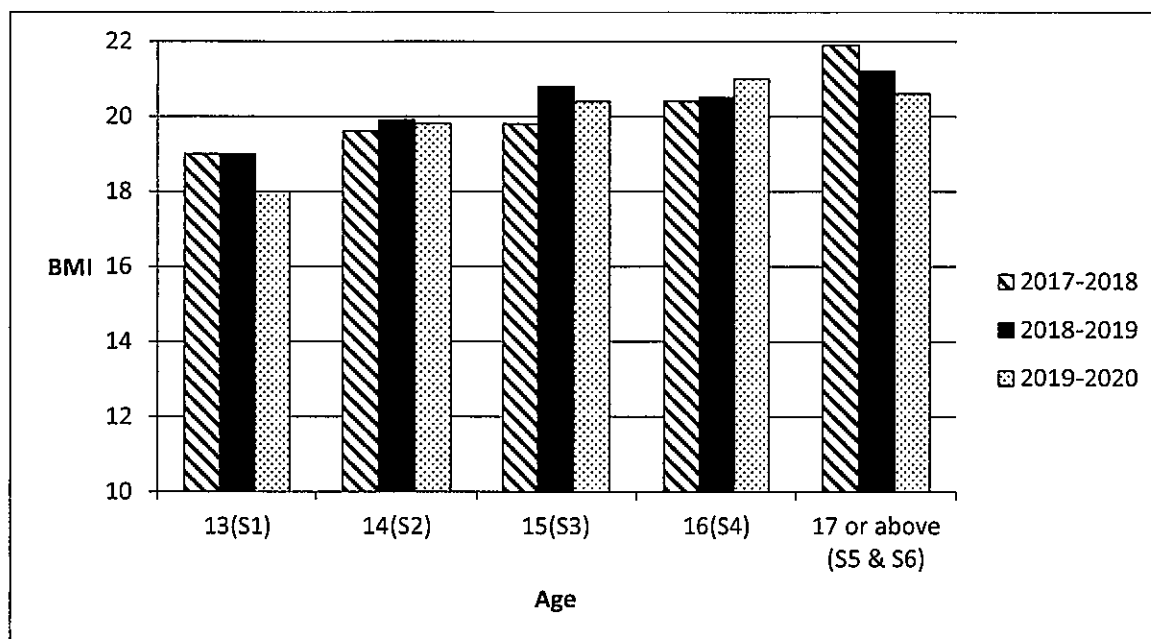


### 2.2 Destination of S.6 Graduates



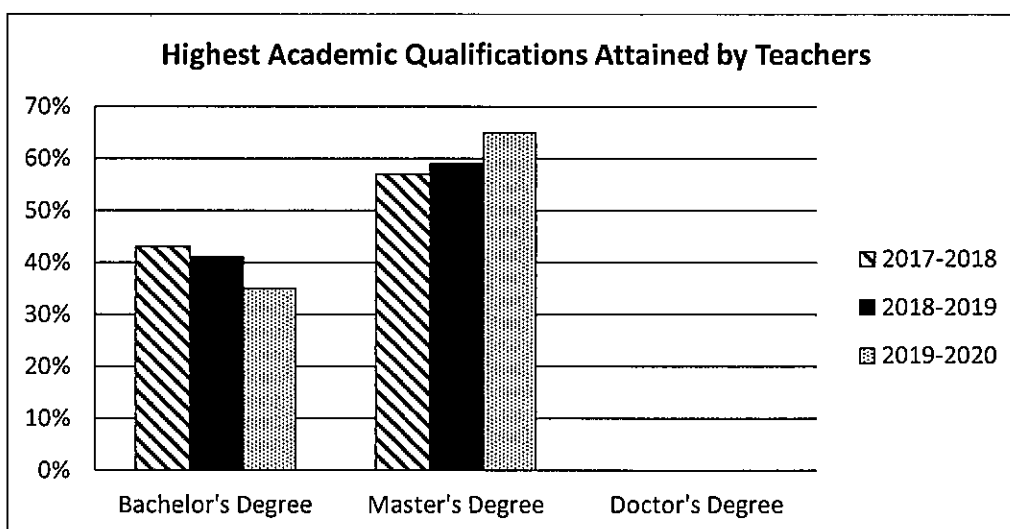
Remarks: Eighty-two percent of our S6 graduates have gained JUPAS offer. Among them, 33% have chosen to continue their studies overseas.

### 2.3 Students' Body Mass Index (BMI)

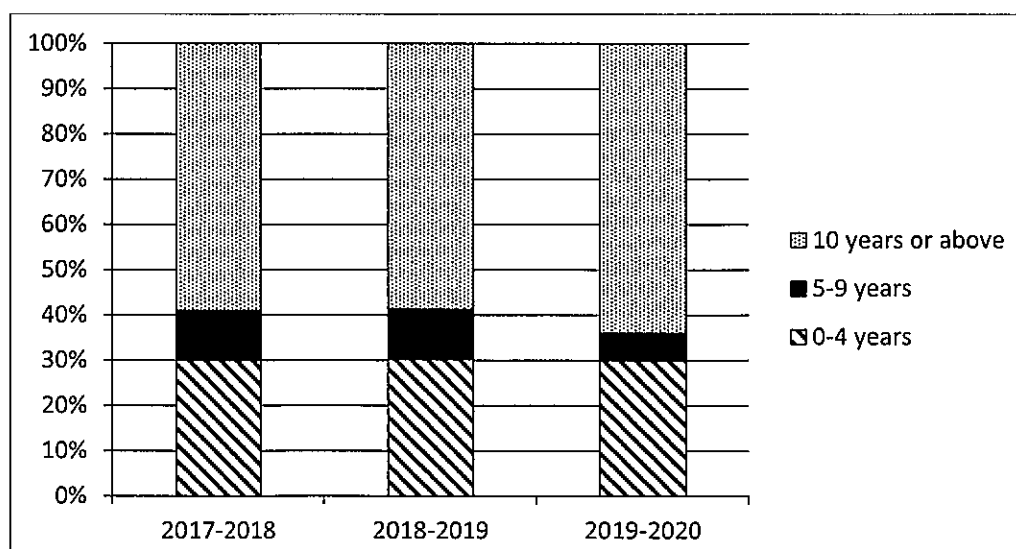


## 3. Our Teachers

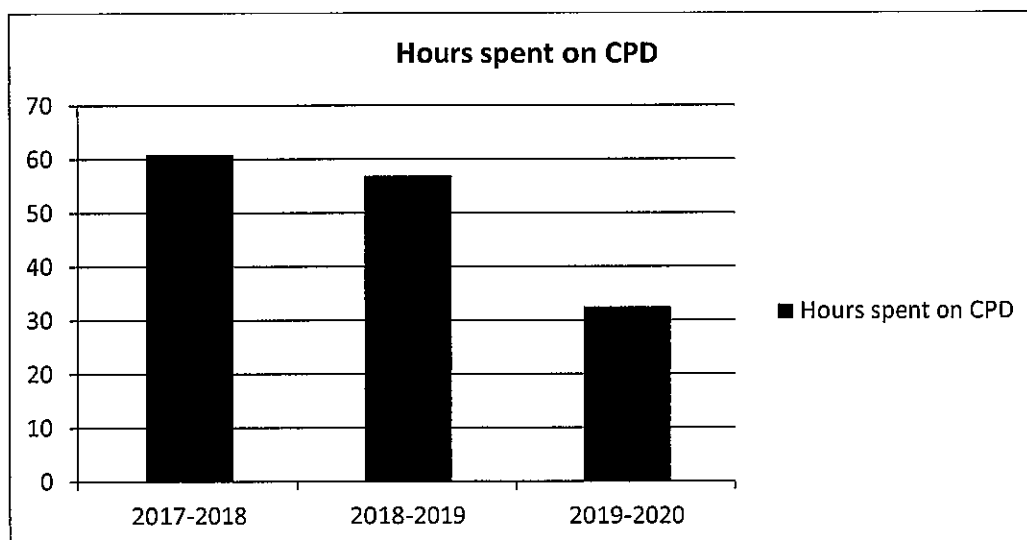
### 3.1 Teachers' Qualifications



### 3.2 Teaching Experience



### 3.3 Teachers' Professional Development



## 4. Major Concerns (Achievements and Reflection)

**4.1 To create technology-enhanced and interactive learning communities favourable for students to co-construct their knowledge for meaningful applications of the generic and literacy skills developed**

**4.1.1 Facilitating constructive interactions and creating reflective learning communities inside and outside classroom for students to achieve deeper thinking and high levels of applications**

- (a) Facilitating a constructive and interactive classroom for effective learning.
- S.1-2 classes were split from 4 to 5 at each level to form effective learning communities.
  - Split-classes for core subjects in S.3-6 were executed.
  - Special seating arrangement was designed to foster discussions in S.1-2 classrooms.
  - The “Knowledge Building Model”, comprising pre-lesson preparation, scaffolding and consolidation, was adopted for lesson planning.
- (b) Enhancing interactions by means of e-learning
- Google Classroom was utilized to initiate flipped classroom, online assessment and other e-learning applications.
  - Learning videos were enriched for flipped classroom and learning outside the classroom.
  - More tablets were purchased for mobile learning in classroom.
  - During the class suspension period, e-learning was carried out. Details are as follows:
    - ✓ School-based teaching videos were produced, using “Explain Everything”, iPad screen recording, mobile phone camera or PowerPoint.
    - ✓ Apart from e-learning materials for academic subjects, the School also provided students with resources to enhance their mental and spiritual well-being.
    - ✓ Live broadcast lessons were arranged via “Google Meet” or “Zoom” according to the timetable. Three workshops and a number of videos were in place to familiarize teachers with the use of online teaching tools.
    - ✓ Lists of online assignments and e-learning materials for different subjects were compiled in circulars on a cycle basis and sent via the eClass App for parents’ perusal.
  - Due to class suspension, online Mock Examination was administered for S6 students from 7 February to 20 February 2020. To prepare students for online assessment, videos were produced
    - ✓ for students to download the papers and upload their answer scripts through Google Classroom;

- ✓ for teachers to download, mark and return the scripts to students.
- (c) Promoting reflective learning through statistical review of assessment data
- The Academic Improvement Team was established to systemically and regularly evaluate student performance and devise follow-up actions. These actions include:
    - ✓ lunchtime revision programme conducted by the Guidance Prefects;
    - ✓ individual counselling by Class Teacher and Student Support Committee members;
    - ✓ remedial classes and extra lessons; and
    - ✓ class visits by the Principal
  - The assessment mechanism was improved in the following ways to provide timely feedback for students and teachers, so that reflections and strategy adjustments can be made.
    - ✓ The electronic platform “GoFormative” was subscribed for teachers to create online assignments and for student to complete them with feedback.
    - ✓ Staff development workshop was held on 7 July 2019 for teachers to practice utilizing “GoFormative” and on 6 September 2020 to revise on the use of Google Classroom as communication platform.
    - ✓ Teaching videos were produced to inform teachers on how to mark assignments online (by Edpuzzle” and “Adobe Expert”) and return the marked assignments to students.
    - ✓ The assessment mechanism in STEM-related subjects was refined following participation in “Focused Learning Community on STEM Education (Assessment)” in partnership with the Education Bureau (EDB).
- (d) Fostering deeper thinking and high levels of applications
- The extended curriculum and assessment mechanism in S.1-3 elite classes were refined at subject level.
  - A number of formerly scheduled subject-based and cross-curricular projects as well as learning activities outside classroom were cancelled.
- (e) Developing learning communities among teachers for professional development
- The following staff development programmes were organized to enhance classroom interactions and e-learning:
    - ✓ New Teacher Induction was conducted to introduce our learning, teaching and assessment policies to new teachers on 27 August 2019.
    - ✓ Two workshops were respectively held on 8 July and 6 September 2019 for teachers to share their strategies in incorporating e-learning elements in classroom instruction.
  - Lessons were designed with the use of “Knowledge-Building” principles.
  - Collaborative lesson planning and peer lesson observation were implemented for professional development.

#### **4.1.2 Equipping students with literacy skills that underpin reading and writing across the curriculum for critical analysis and the manufacture of authentic texts**

- (a) Broadening students’ knowledge base and sharpening students’ analytical skills through authentic reading strategies and post-reading reflections
- All junior classes subscribed to one Chinese and one English newspaper daily. News commentary activities were carried out.
  - Students’ interests in reading were cultivated through partnership among the School Library, teams, departments, our Primary Section (RCPS) and the EDB.
    - ✓ A School Partnership Programme “Reading to Learn, Learning to Serve” was organized by the Central, Western and Southern District Network, EDB. The first reading collaboration with RCPS was held on 6 November 2019 with more than 60 students from the primary and secondary sections sharing the joy of reading.
    - ✓ Library visits have been organized for all junior secondary classes during Chinese Language and English Language lessons once in two months.

- ✓ Online reading platforms in both Chinese and English were subscribed and promoted to students for home reading. These were much welcomed by students and parents during the class suspension period.
  - ✓ Eight class visits were made to the library by S.3 classes during History lessons.
  - ✓ Books and magazines requested by the Liberal Studies Department were purchased and placed in senior classes.
  - ✓ A Bookmark Design Competition, themed “Heroes with Integrity”, was jointly organized by the Moral and Civic Education Team and the Visual Art Department.
  - The following reading programmes were implemented:
    - ✓ Extensive Reading Schemes (Chinese Language and English Language)
    - ✓ Enrichment reading programmes in elite classes (English Language)
    - ✓ Reading autobiographies (Chinese History)
    - ✓ Reading Circle (Reading Team)
    - ✓ Reading and comprehension exercises (Non-language subjects)
  - Unfortunately, the originally scheduled reading programmes below were suspended:
    - ✓ The parent-child reading activity supported by the Parent-Teacher Association
    - ✓ Book sharing by the Principal and teachers during morning assemblies
    - ✓ The writer’s talk by Dr. Sydney Chung (鍾尚志醫生), Former Dean of Medicine of the Chinese University of Hong Kong and the writer of “The Kindest Cut” (刀下留人)
    - ✓ Two talks on the topic “Heroes with Integrity” by Mr. Leung Kee Cheong (梁紀昌校長), Former Principal of Fresh Fish Traders’ School
- (b) Improving students’ writing skills
- Writing Portfolio was implemented and school-based practical writing materials were devised in Chinese and English.
  - Chinese and English writing activities were designed across the curriculum.
  - Comprehension exercises were carried out in non-language subjects.
- (c) Assisting students to deal with language in learning
- Language-across-the-curriculum (LAC) lessons were implemented in S.1-2 classes with refinement. Feedback was collected from the Panel Heads of various subjects.
  - The learning, teaching and assessment strategies in Mathematics, Integrated Science and Life & Society were aligned to help students tackle the subjects in English more effectively.
  - The project “School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Mathematics Education Key Learning Area in the English Medium” in collaboration with the EDB and the University of Hong Kong continued this school year. The final meeting was held on 7 January 2020 where participants discussed learning activities and approaches for the chosen topic. Progress has since been stalled.
  - The non-Chinese Speaking (NCS) Chinese Language curriculum was revised.
  - The LAC Team cooperated with the Student Affairs Mistress to support S1 students who struggle to learn subjects taught in English. Lunchtime programmes and holiday programmes were prescribed to meet their needs.

#### **4.1.3 Building STEM capabilities in students through problem-based and experiential learning**

- (a) Reviewing the assessment mechanism for STEM activities
- The assessment mechanism of our cross-curricular STEM projects was revised after receiving consultation through taking part in “Focused Learning Community on STEM Education (Assessment)” organized by the EDB. Participating schools included St. Joan of Arc Secondary School and HKTA The Yuen Yuen Institute No. 3 Secondary School. After meetings on 19 July 2019, 23 August 2019, 29 October 2019 and 2 December 2019 as well as lesson observation on 19 December 2019, the project was temporarily suspended.



- (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.
  - Twenty-seven students participated in the STEM Study Tour to Seoul, Korea on 6-10 December 2019. Some of the students shared their pleasure of learning with the school during Hall Assemblies on 17-18 December 2019.
  - Other cross-curricular STEM projects for S.1-3 students were cancelled to leave room for more teaching time.
- (c) Stretching students' problem-solving abilities
  - Talented students in science were identified through attending the International Credential Assessment Service (ICAS) test.
  - The Quality Education Fund (QEF) project "Makerspace in school for curricular and extracurricular activities" was submitted to the EDB. The present Multimedia Learning Centre (MMLC) and Computer Room were proposed to be converted into a STEM activity centre.
  - STEM courses and workshops were themed to deepen students' understanding in robotics, drone programming, 3D printing building, maker and artificial intelligence.
  - Although the aim of our STEM education is to expose talented students in STEM to international experiences, our students were only able to participate in a number of local and regional competitions. In return, the efforts of students and teachers concerned were acknowledged with prizes and honours.

#### **4.1.4 Reflection**

- Due to the social unrest in the second half of 2019 and the class suspension period amidst the COVID-19 pandemic in the first half of 2020, a majority of originally scheduled programmes, projects, after-school educational activities and extra classes were either cancelled, postponed or adversely affected. Some of the related plans will be implemented in the next academic year.
- Building on the foundation of e-learning development laid in the past few years, our School responded promptly and adaptively to home learning during the class suspension period. The development included upgraded Wi-Fi infrastructure, the use of Google Classroom as an interface among teachers and students, the production of school-based flipped classroom learning videos, staff development for the utilization of mobile apps in e-learning, subscription to online reading platforms in both Chinese and English, and the adoption of GoFormative as an online assessment tool. Practically, the preparation work scrupulously facilitated the execution of S.6 online Mock Examination, the distribution of online assignments with teachers' feedback, the delivery of learning videos and reading materials as well as the accomplishment of live broadcast teaching. The efficacious achievement of "suspending classes without suspending learning" confirms our goal in infusing e-learning strategies into small-class teaching.
- Despite the calling off of a number of initially planned talks and programmes, the Reading Team collaborated with the School Library, the Chinese and English Departments, other subject departments, the Moral and Civic Education Team, the EDB as well as our Primary Section to launch reading programmes and promoted "Reading to Learn, Learning to Serve". Supplemented with the strategies under our LAC policy, the School supported students who struggle to learn subjects taught in English during LAC lessons, extra lunchtime classes and long holidays. The programme was run in collaboration with the University of Hong Kong and the EDB. In the next school year, we will continue to foster students' language proficiency and focus on equipping them with reading and writing skills for applications in authentic contexts.
- With respect to STEM education development, the EDB's School-Based Support Services along with a number of STEM-related courses and competitions were discontinued. We will carry out the unfinished programmes in the coming year. Our aims to equip students

with the basic knowledge and STEM skills for integration and application in solving cross-curricular problems posed by teachers, as well as to enrich them with STEM-related learning experiences in co-curricular projects will be reiterated.

#### **4.2 To cultivate students' Chinese virtues and spiritually through a cross-curricular approach in enhancing positive thinking and generic skills conducive to their lifelong learning**

##### **4.2.1 Fostering the character building of students via cultivating one of the five Chinese virtues, namely Integrity**

- (a) Promoting Chinese virtues: namely "Integrity" 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 to help students familiarize with the school's major concerns of 2019 – 2020.
  - S.1 Orientation Day

All S.1 parents and students were invited to attend the S.1 Orientation Day held on 24 August 2019. Details were 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 organized to help students reflect on the characters of Raimondians and cope with a new stage in life
  - S.1 Orientation Camp (22 – 23 August 2019)
  - S.4 Leadership Camp (19 – 21 September)
- (b) Cultivating students to develop the virtue "Integrity" through engaging in school-based activities.
- An array of activities prescribed to cultivate the chosen virtue among students are listed as follows:
    - ✓ Caritas Bazaar (3 November 2019)
      - Over 250 students helped at the school's stall selling school souvenirs and hand-made products
    - ✓ Competitions and ECAs such as Athletic Meet
      - Participation in these events has helped nurtured "Integrity" among students
- (c) Enhancing students' understanding of the virtue "Integrity" through implementing cross-curricular programmes in academic subjects and activities of the Reading Team. The programmes/activities held are as follows:
- English: news commentary
  - Chinese: thematic writing competition, reading report and slogan design
  - Business, Accounting and Financial Studies (BAFS): five students were awarded the

Certificate of Merit in the Hong Kong Institute of Certified Public Accountants Accounting and Business Management Case Competition 2019-2020

- RS: thematic sharing, evangelization
- Reading Team: D.E.A.R. reading scheme

(d) Hall Assembly

The monthly hall assembly was held to help students understand and live the virtue “Integrity”. The themes were as follows:

- September: Introductory Talk of “Integrity”
- October: Sharing on Study Tour
- November: Mindfulness / Positive Thinking / S.1 Adaptation
- December: Sharing by New Prefects / Presentation by S.6 Students

**4.2.2 Developing students’ spiritual literacy and self-management skills in pursuit of healthy habits through experiential learning in formal and informal curricula**

Implementing life planning programmes in formal and informal curricula:

- Morning Rope-skipping Programme for S.1 students
- Lunch Programmes for S.6 students to help release their stress due to academic studies and social issues:
  - ✓ Relaxing activities and leisure exercises were organized by social workers
  - ✓ Lunch Fun Game Competitions sponsored by the PTA were organized
  - ✓ Mindfulness training sessions for stressed senior form students were organized by social workers and the Educational Psychologist
- Group activities were arranged for junior forms to foster their sense of belonging and strengthen team building through class management
- School Picnic (20 December 2019)

**4.2.3 Enriching students to explore their career aspiration and develop entrepreneurial spirits through parent mentorship programme and alumni engagement with support from external organization**

Strengthening parents’ understanding through conducting a mentorship programme in collaboration with the Hong Kong Federation of Youth Groups:

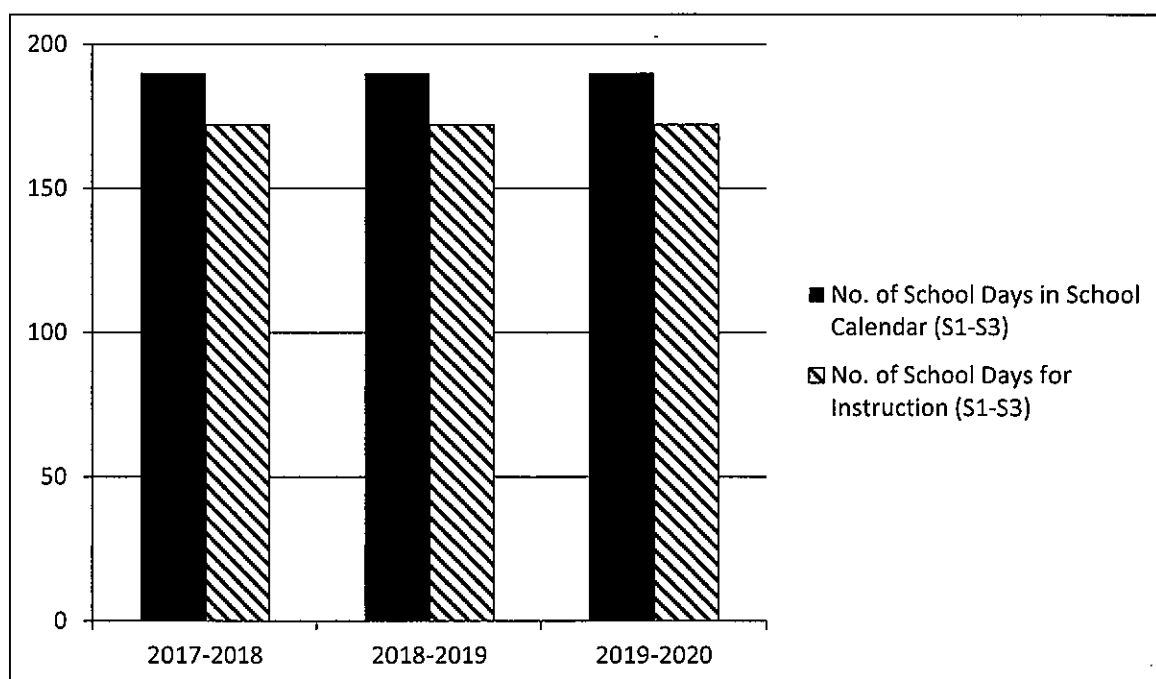
- Seminar for parents:
  - ✓ An introductory talk was conducted to educate parents on how to communicate with their children and help students plan for their studies and future career pursuits
- Workshop on parental mentorship for 20 parents:
  - ✓ A 2-session training programme was organized for parents to equip students’ knowledge and skills as well as develop positive attitude through parental mentorship
- With the collaboration of the Academic Committee, the Student Support Committee and the Guidance Team, a series of electives consultation, an online talk and relevant resources were provided for S.3 parents to help them guide their children in making sensible choices for Senior Secondary Electives.

#### 4.2.4 Reflection

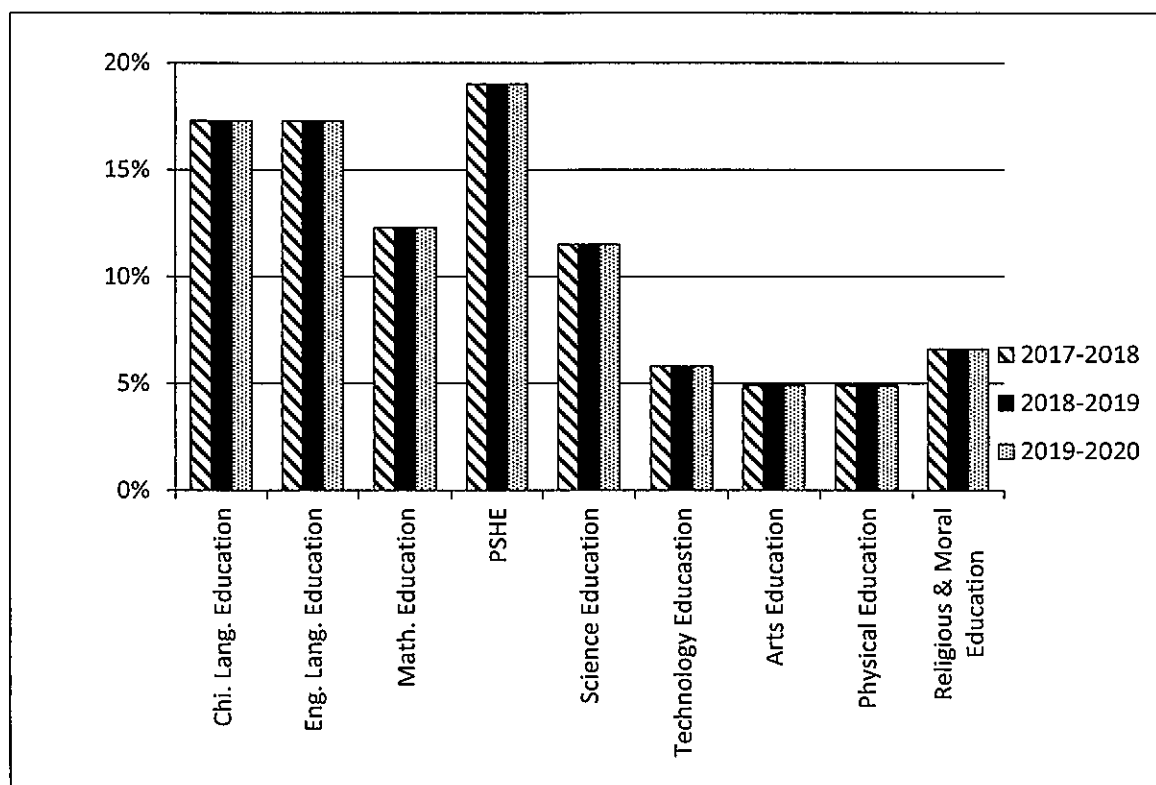
- Grounded on the foundation of the Catholic core values laid, one of the five basic Chinese virtues, namely “Integrity” was introduced this year. The school major concern was fulfilled through various student support strategies including hall assemblies, co-curricular activities (e.g. S1 Orientation Camp, S4 Leadership Camp and other extra-curricular activities) 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 the Reading Team to promote Chinese culture through experiential learning and Other Learning Experiences (OLE). In the coming year, we will continue to foster the Chinese virtue of “Integrity” and strive to cultivate in students the other virtues, “Wisdom” (智) and “Justice” (義).
- The “My Dream, My Faith” Programme, iDream-3 Programme and mentorship scheme implemented were effective for students to develop their understanding of whole-person development, to make informed and responsible choices for their future, as well as to reinforce good relationships with teachers. In addition to these values, students’ self-management skills will also be addressed in the next school year.
- To develop students’ understanding of challenges and opportunities ahead and to broaden students’ horizons in national contexts, the School will incorporate entrepreneurial spirit and job shadowing experiences into curriculum planning for the year 2020-2021.
- During class suspension, teachers had volunteered to be on duty at school. Sunshine calls were made by class teachers where support and care for parents and students was offered. Counselling services, online speech therapy sessions and social skills training were provided for SEN students and other students in need.
- With generous donation from alumni, the school had been thoroughly sanitized before class resumption.
- Alcohol sanitizers and other anti-pandemic supplies have been stocked and prepared for the school.
- With concerted effort of all staff, class resumption on May 27 and June 8, 2020 was smooth and efficient.

## 5. Learning and Teaching

### 5.1 Number of Active School Days

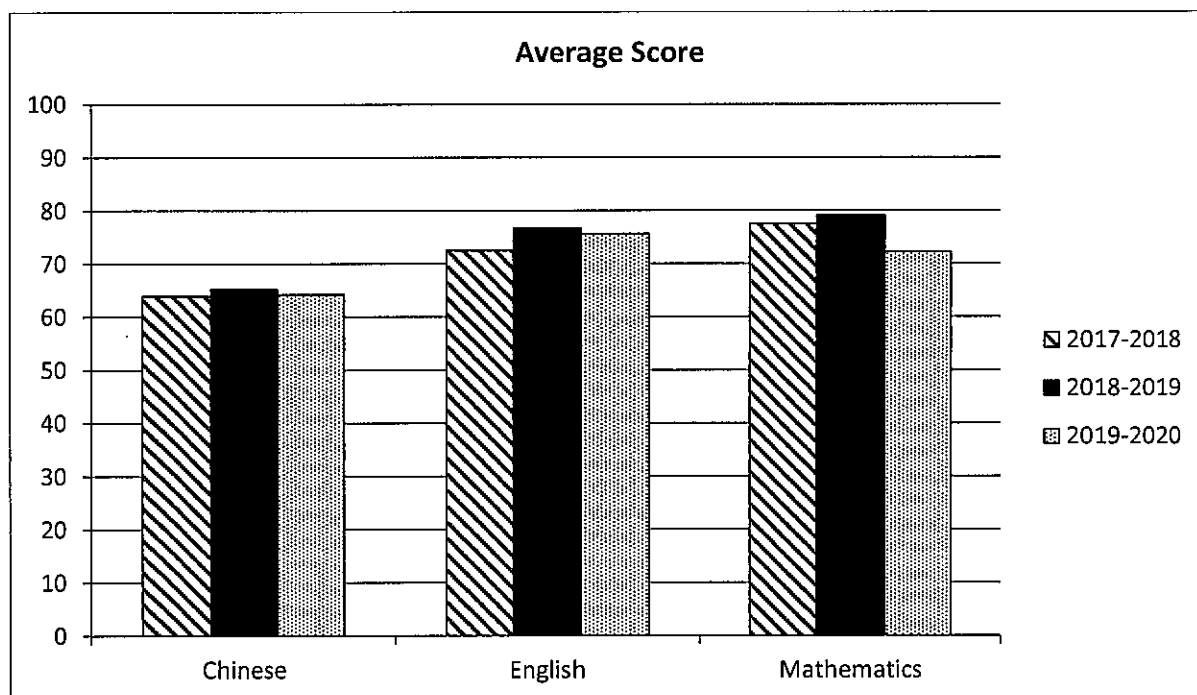


### 5.2 Lesson Time for the 8 Key Learning Areas, Religious & Moral Education

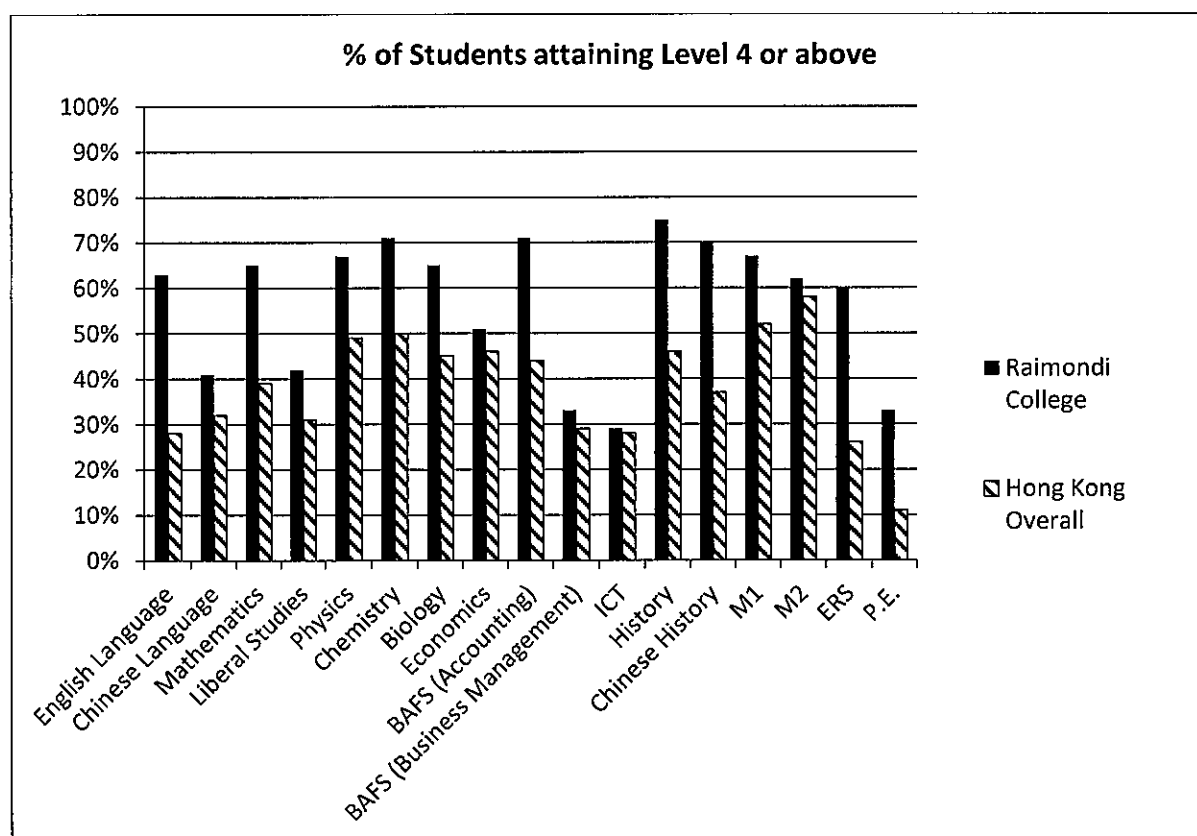


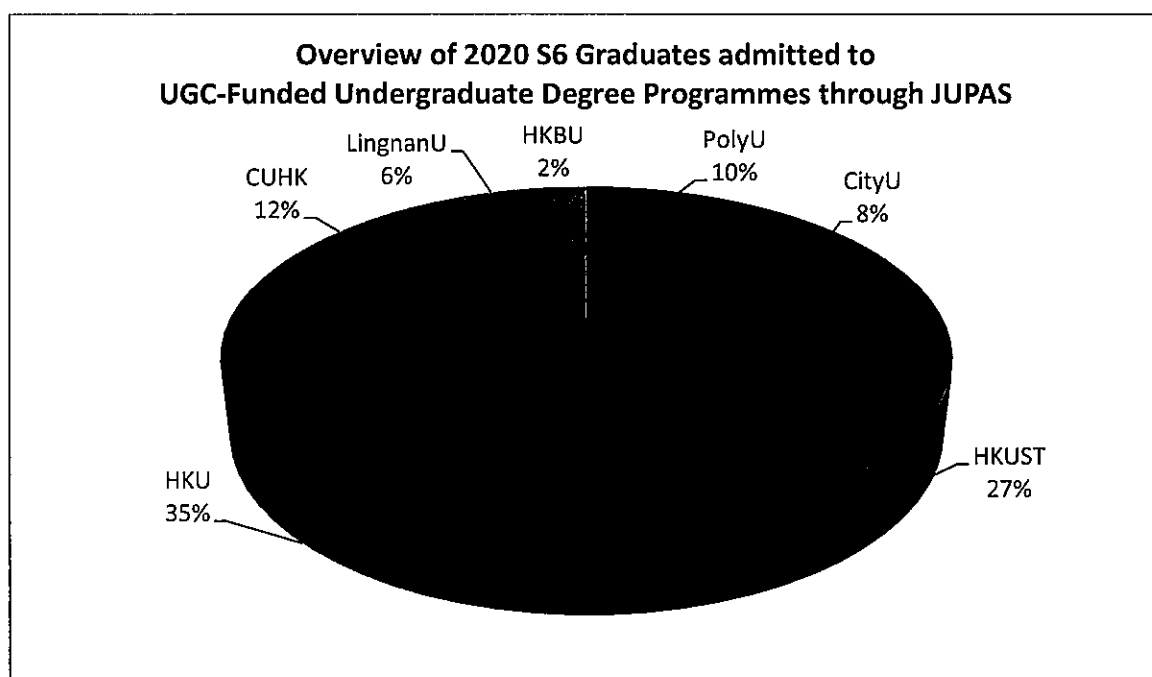
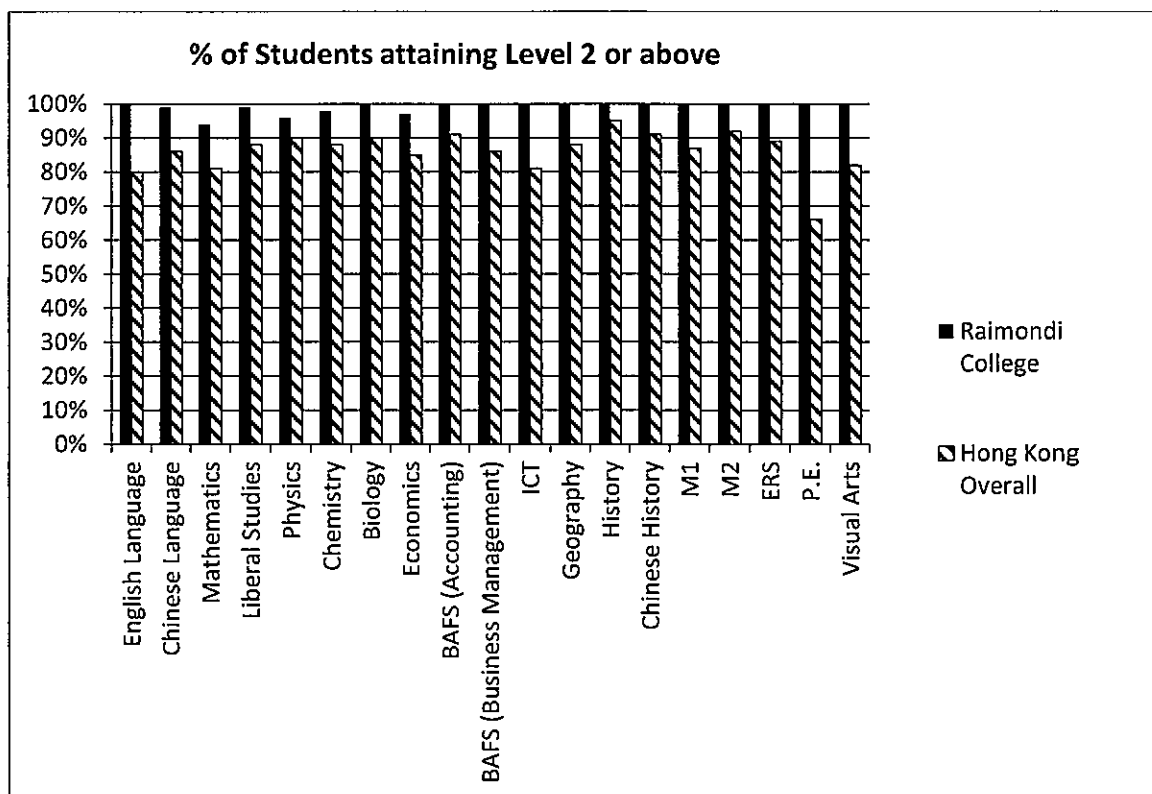
## 6. Student Performance

### 6.1 HKAT (Pre-S1)



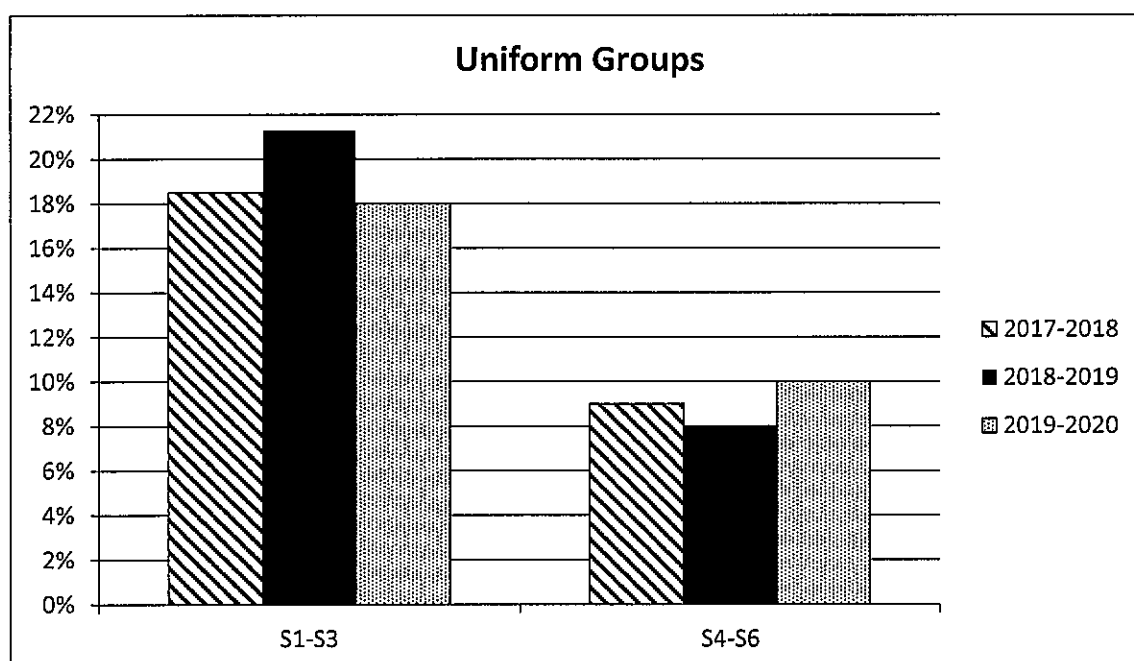
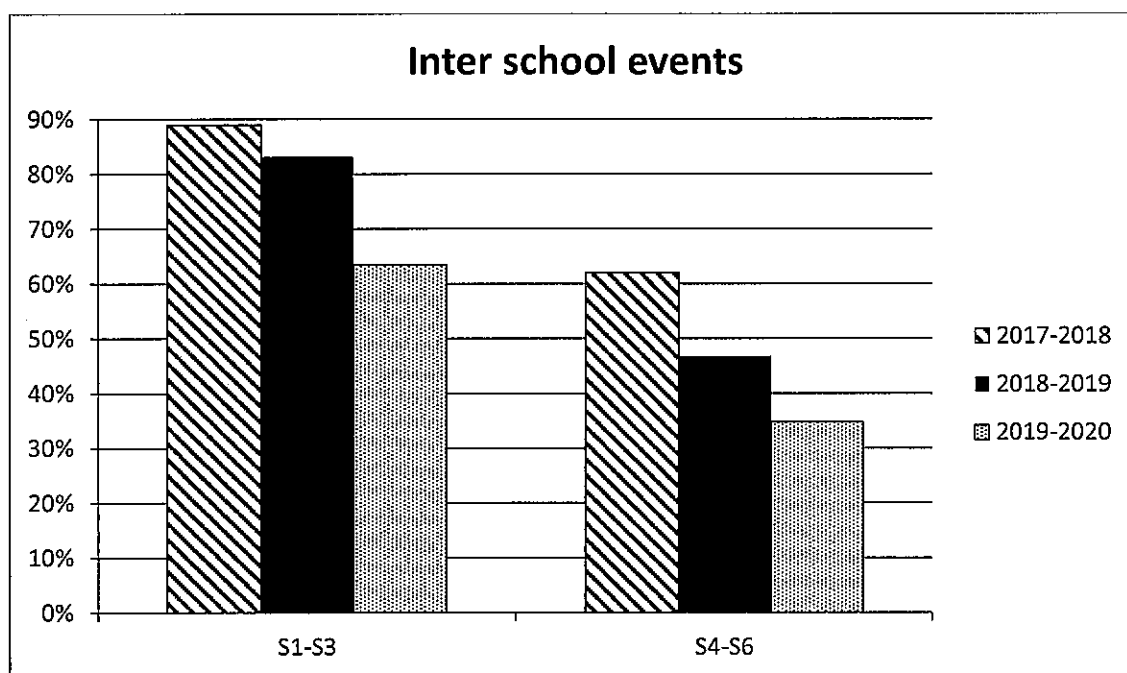
### 6.2 2020 Hong Kong Diploma of Secondary Education Examination





### 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	169
Hong Kong Schools Music Festival	77
Hong Kong Schools Speech Festival	22
Scouts	44
Hong Kong Red Cross Youth Unit 7	44





## 7. Staff Development

7.1 The average time spent on continuous professional development activities in 2019-2020 per teacher was 32.5 hrs.

7.2 The Staff Manual was updated. Sections on School Organization Structure and Chart, S1-S6 Curricular and Crisis Management were revised. Resources to support SEN students were added to the manual. Starting from this academic year, the manual is also available for online access.

### 7.3 Staff development activities organized:

- New Teacher Induction was conducted on 27 August 2019 to provide guidance and support for new teachers' professional development.
- An e-learning workshop was organized on 6 September 2019 to help teachers to archive and renew their Google Classrooms as well as incorporate the use of GoFormative.
- Two staff development days were held during the year and details are as follows:

Staff Development Day	Date	Highlights
1 <sup>st</sup> Staff Development Day	22 November 2019	<ul style="list-style-type: none"><li>• Mr. Chan Kin Hung (陳建熊校長), Honourary Principal of Tin Ka Ping Secondary School, delivered a talk titled 'Moral Education and Chinese Culture – Cultivation and Effectiveness (品德教育與中華文化 — 培育與效能)'.</li><li>• He provided our teachers with the Affection-Behaviour-Cognition framework for cultivating students' moral and values. He also suggested several strategies for teachers to guide students to appreciate Chinese cultural heritages.</li></ul>
3 <sup>rd</sup> Staff Development Day	12 June 2020	<ul style="list-style-type: none"><li>• Subject Groups and Student Support Teams evaluated their work and formulated year plans according to the Major Concerns of 2020-2021.</li></ul>

#### **7.4 Professional interflow activities**

- Our Religious Studies teachers visited Tang King Po College on 31 October 2019. Mr. Chan Wing Kin, Principal and Ms. Wong Ka Ming, Vice-Principal, shared their experience in designing religious activities for developing students' Catholic faith and values. Ms. C. S. Sin, our Religious Studies convenor, shared her lesson plan designed with the Emmaus Pedagogy (厄瑪烏教學法) .
- Workshops on the use of Google Meet and Zoom for online teaching were held on 4 March and 5 March 2020.
- Two sample video clips about online classroom interaction (S.1 Mathematics) were submitted to the University of Cambridge/HKU on 28 May 2020 for the T-SEDA (Teacher-Scheme for Dialogue Analysis) project.

## 8. Evaluation Report for Capacity Enhancement Grant 2019-2020

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"> <li>Students actively participated in music and sports competitions and activities</li> <li>Students were awarded prizes</li> </ul>	<u>Music Instructors / Conductors:</u> \$31,680 <u>Sports Coaches:</u> \$14,850
To support the Small Class Teaching Scheme	To employ teachers to support the Small Class Teaching Scheme	Small Class Teaching Scheme paved way for a more interactive classroom with more feedback and attention to students	<u>2 English Language Teachers:</u> \$550,280

**Total Expenditure:**      **\$596,810**

## 9. Evaluation Report for Diversity Learning Grant 2019-2020

Programme title	Objective	Target	Duration / Start Date	Deliverable	Evaluation	Expenditure
English enhancement programme	To enhance students' skills in creative writing	<ul style="list-style-type: none"> <li>25 students</li> <li>S5 students</li> <li>Nominated by English teachers</li> </ul>	<ul style="list-style-type: none"> <li>September – October 2019</li> </ul>	<ul style="list-style-type: none"> <li>Students' writing skills facilitated</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> <li>Students could manage their writing skills</li> </ul>	\$8,875
Training course for Chinese debate	To enhance students' skills in debate	<ul style="list-style-type: none"> <li>10 students</li> <li>S4-5 students</li> <li>Nominated by Chinese teachers</li> </ul>	<ul style="list-style-type: none"> <li>September – December 2019</li> </ul>	<ul style="list-style-type: none"> <li>Students' debating skills facilitated</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> <li>Students could manage their debating skills</li> </ul>	\$8,000
Training course for problem-solving in Science	To facilitate students' logical thinking skills for problem-solving in Science	<ul style="list-style-type: none"> <li>15 students</li> <li>S6 students</li> <li>Nominated by Science teachers</li> </ul>	<ul style="list-style-type: none"> <li>October – December 2019</li> </ul>	<ul style="list-style-type: none"> <li>Students' thinking skills in science problem-solving facilitated</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> <li>Students could apply logical thinking skills in problem-solving</li> </ul>	\$5,400
Training course for Mathematics competition	To sharpen students' problem-solving abilities in Mathematics	<ul style="list-style-type: none"> <li>10 students</li> <li>S4-5 students</li> <li>Nominated by Math teachers</li> </ul>	<ul style="list-style-type: none"> <li>October 2019 – January 2020</li> </ul>	<ul style="list-style-type: none"> <li>Students' problem-solving abilities sharpened</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> <li>Students had favourable results in competition</li> </ul>	\$10,800
Workshops on English drama	To train students' script-writing and drama performance skills in English	<ul style="list-style-type: none"> <li>30 students</li> <li>S4 students</li> <li>Nominated by English teachers</li> </ul>	<ul style="list-style-type: none"> <li>October 2019 – May 2020</li> </ul>	<ul style="list-style-type: none"> <li>Students' script-writing and drama performance skills enhanced</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> <li>Students could write scripts properly and perform well-received English drama</li> </ul>	\$33,400
Training course for English debate	To enhance students' skills in debate	<ul style="list-style-type: none"> <li>10 students</li> <li>S4-5 students</li> <li>Nominated by Chinese teachers</li> </ul>	<ul style="list-style-type: none"> <li>November 2019</li> </ul>	<ul style="list-style-type: none"> <li>Students' debating skills facilitated</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> <li>Students could manage their debating skills</li> </ul>	\$2,000
Training course for Chinese public speaking	To enhance students' skills in public speaking	<ul style="list-style-type: none"> <li>10 students</li> <li>S4 students</li> <li>Nominated by ICT teachers</li> </ul>	<ul style="list-style-type: none"> <li>November – December 2019</li> </ul>	<ul style="list-style-type: none"> <li>Students' public speaking skills facilitated</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> <li>Students could manage their public speaking skills</li> </ul>	\$4,000
Google AIY course	To improve students' abilities in artificial intelligence (AI) and	<ul style="list-style-type: none"> <li>15 students</li> <li>S4 students</li> </ul>	<ul style="list-style-type: none"> <li>September 2019 – May 2020</li> </ul>	<ul style="list-style-type: none"> <li>Students' abilities in artificial intelligence</li> </ul>	<ul style="list-style-type: none"> <li>The attendance was high</li> </ul>	\$25,920

	engineering	<ul style="list-style-type: none"> <li>• Nominated by STEM teachers</li> </ul>		and engineering improved	<ul style="list-style-type: none"> <li>• Students have their AI and engineering abilities improved</li> </ul>	
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**Total Expenditure:     \$98,395**

# 10. Evaluation Report for Life-wide Learning Grant 2019-2020

Programme title	Objective	Target	Date	Evaluation	Expenditure
STEM Study Tour to Korea	To broaden students' horizon on technological development and culture in other Asian countries	27 students from S1-S4	6 - 10 December 2019	89% of students agreed that the tour enhanced their knowledge in STEM 85% of students agreed that the activities were inspiring	\$57,360
Joint-section Basketball Training Tour to Okinawa, Japan	To provide students with opportunities to learn about the development of sports and the culture of Japan. To enhance coordination between primary and secondary sections.	18 basketball players from S1-S6	18- 22 December 2019	All participants agreed that the Japanese coaches were experienced and the activities broadened their horizon on the development of sports in Japan. Students agreed that they became more familiar with teammates and players from the Primary section.	\$46,000
Joint-Catholic Schools Art Exhibition	To foster a sense of appreciation for arts in students	S1-S5 students	2 <sup>nd</sup> Term	Cancelled due to the outbreak of COVID-19	\$2,640 (Rental fee for exhibition)
English Study Tour to Australia and New Zealand	To enhance students' English language proficiency through formal lessons and different activities	S1-S5 students	Summer Holiday	Cancelled due to the outbreak of COVID-19	\$8,000 (Deposit of teachers)
Study Tour of Art to Japan	To broaden students' horizon on the development of art in other countries	16 students from S1-S5	29 June – 5 July 2020	Cancelled due to the outbreak of COVID-19	\$6000 (Deposit of teachers)

STEM	To provide equipment and training for students to participate in the RoboMaster Youth Challenge Tournament	S1-S5 students	July – November 2020	Performance and results of students	\$17,800
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\*Other activities were cancelled due to the outbreak of COVID-19 and suspension of school with no expenditure.

**Total Expenditure: \$137,800**

# 11. Report on Non-Chinese Speaking Student Grant

## 改善非華語學生的中文學習與教學 學校報告 (2019/20 學年)

高主教書院

致：教育局

發展及支援組

(地址：香港添馬添美道2號政府總部東翼7樓；傳真號碼：2179 5492)

有關實施「中國語文課程第二語言學習架構」(「學習架構」)，以確保本校非華語學生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2019/20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2019/20學年的總結報告已獲校董會通過。

☒ 本校2019/20學年的總結報告已獲法團校董會通過。

☐ 本校2019/20學年的總結報告已獲學校管理委員會通過。

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 4 名教授非華語學生的中文科教師當中，至2019/20學年結束時，已有 4 名曾經接受相關培訓：(可選多於一項)

☒ 教育局舉辦有關「學習架構」及/或《中國語文校內評估工具》(《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

☐ 香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程」

☐ 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/未有進行分享活動，原因是：

(iii) 在校本專業支援方面：

☐ 本校在2019/20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

學校報告 請在適當的□內加上「勾」號 1/17

- ☐ 大學—學校支援計劃
- ☐ 專業發展學校計劃
- ☐ 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2019/20學年沒有參加相關的校本支援計劃

(iv) 在2019/20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/月/學期約 節)，並就觀課所得進行專業交流，分享心得

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

☐ 與其他學校進行專業交流，例如：參加/舉辦聯校分享會(共約 次)

☒ 由具教授非華語學生經驗的教師，帶領/協助在這方面經驗較淺的教師

☐ 其他/備註(請說明)：

2. 在課程/教材發展方面，在2019/20學年，本校採用以下策略：(可選多於一項)

☒ 參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源，並按需要發展/調適校本教材

☒ 根據「學習架構」發展校本教材，共 20 單元，涵蓋的年級：中一、中二、中三、中四、中六

☒ 採用出版社、大學/專上院校出版的教材，包括：

沉澱中文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2019/20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

☐ 舉辦有關閱讀培訓班(例如：閱讀、中文話劇、書法等)

☒ 其他/備註(請說明)：非華語學童書法比賽

學校報告

2/17



4. 在推行多元密集中文學習模式方面：【有關資料由系統從學校計劃(2019/20學年)第8項匯入】

(i) ☒ 本校大致按照提交的「學校計劃(2019/20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) [如2019/20學年推行的密集中文學習模式與提交的學校計劃(2019/20學年)所述的有所調整，請填寫此項。]

本校在推行密集中文學習模式時，因應需要而作出以下的調適：

密集中文學習模式 原有安排 調適安排

就上述調適，主要的考慮因素是：

5. 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

☒ 《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. 總體而言，在2019/20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「學習經驗」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2020/21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. 本校善用額外撥款推行加強支援措施，積極從課程策劃以及教學支援上(包括推行密集中文學習模式)，提升非華語學生學習中文的成效，以期協助他們銜接主流中文課堂。以校本情況而言，在2019/20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學習，在部分中文課堂則與華語同儕同班，學校可按大部分的課堂節數安排把他們歸類為(b)或(c)項]

非華語學生人數

(a) 全校非華語學生總人數

(a) 27 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) 27 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

( 27 名)

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

(d) 其他/備註(請說明)：

9. 綜合而言，從校本情況考慮，在2019/20學年約有 0 名非華語學生已銜接主流中文課堂。

另外，約 14 名非華語學生預計可望在2020/21學年或隨後數年內銜接主流中文課堂：

1年內 (2020/21學年內)：	<u>0</u> 名
1至2年 (2021/22學年內)：	<u>0</u> 名
2至3年 (2022/23學年內)：	<u>5</u> 名
3至4年 (2023/24學年內)：	<u>6</u> 名
多於4年 (2024/25學年或以後)：	<u>3</u> 名

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

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

(a) 假若學生能力許可，本校會安排非華語學生修讀 / 應考以下課程 / 考試，以獲取中國語文科資歷：(小學無須填寫此項)

**中國語文科課程 / 公開考試** (請選✓)

(i) 香港中學文憑 (中國語文科) 考試 ☐

**其他中國語文科資歷**

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

**國際認可的中文資歷 <sup>2</sup>**

(iii) 綜合中等教育證書 (GCSE) ☒

(iv) 國際普通中學教育文憑 (IGCSE) ☐

(v) 普通教育文憑高級補充程度 (GCE AS-Level) ☐

(vi) 普通教育文憑高級程度 (GCE A-Level) ☐

☒ 本校 不會安排任何 非華語學生修讀或報考(i)或(ii)項，原因是：

本校所有非華語學生暫時仍未能銜接主流中文課堂，未有能力應考香港中學文憑 (中國語文科) 考試或香港中學文憑考試 (乙類)：應用學習中文 (非華語學生適用) 課程

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

本校所有非華語學生的中文水平只達GCSE的程度

<sup>2</sup> 對於非華語學生，教育資助委員會資助院校會在特定情況下，接納其他中國語文科考試的資歷，包括上述國際認可的中文憑證考試。特定情況是指：(甲) 學生在接受中小學教育期間學習中國語文少於六年時間；或 (乙) 學生在學校學習中國語文已有六年或以上時間，但期間受疫一個延誤過並較淺易的中國語文課程學習，而有關的課程一般並不適用於其他大部分在本地學校就讀的學生。

- (b) 在2019/20學年，本校計劃／安排高中的非華語學生修讀／應考中國語文課程／公開考試的具體情況如下：(小學無須填寫此項)

	年級及人數			
	中四	中五	中六	
在2019/20學年就讀中四至中六的非華語學生人數	8	0	3	
(i) 已參加／計劃參加香港中學文憑(中國語文科)考試：				
(ii) 在2019/20學年修讀應用學習中文(非華語學生適用)課程：				
(iii) 於高中階段中，已考獲國際認可的中文資歷／計劃參加有關考試：				
• 綜合中等教育證書(GCSE)	8		3	
• 國際普通中學教育文憑(IGCSE)				
• 普通教育文憑高級補充程度(GCE AS-Level)				
• 普通教育文憑高級程度(GCE A-Level)				
參加有關考試／修讀有關課程的總人次 <sup>*</sup> ：	8	0	3	

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

(iv) 其他／備註(請說明)：

[ 註：部分非華語學生或會因應其學習進程，修訂他們的選擇。 ]

## (二) 建構共融校園

11. 在2019/20學年，本校除了將《學校概覽》(由家校合作事宜委員會出版)翻譯為英文版及提供相關支援措施的資訊外<sup>3</sup>，亦已透過以下方式，加強與非華語學生家長的溝通：(可選多於一項)

- ☒ 提供 所有 主要學校通告的英文版本
- ☐ 由 班主任／教學助理／其他人士(例如：教學助理/中文科教師) 協助非華語學生家長了解學校通告的內容
- ☐ 提供英文版本的其他資料，例如：
- ☐ 聘用不同種族的助理，直接與非華語學生家長聯絡
- ☐ 購買翻譯服務
- ☐ 安排教職員翻譯，
- ☐ 舉辦家長講座(共 次)，讓非華語學生家長了解其子女的學習進度及學校提供的支援情況
- ☒ 透過家長日／其他模式(例如：

向非華語學生家長講解其子女的學習進度(包括中文能力、銜接主流中文課堂的進展等)，以期透過家校合作，鼓勵非華語學生努力學習

☐ 其他／備註(請說明)：

<sup>3</sup> 由2018/19學年起，《學校概覽》已新增「非華語學生的教育支援」的欄目，所有有關外語款的學校均須在該欄目列出學校為非華語學生學習中文提供的額外支援措施。

12. 在2019/20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		

13. 就提升教師和學生的文化和宗教敏感度，並在校內營造多元文化環境，在2019/20學年推行的具體措施包括：（可選多於一項）（請就每項提供1至2個例子）

- ☐ 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） |
| <hr/> |                |
- ☐ 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） |
| <hr/>       |           |
- ☒ 為學生推展同儕互助計劃，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） |
| <hr/>       |           |
- 校本
- ☐ 其他 / 備註（請說明）：

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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：

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）
- ☐ 安排非華語學生（共        名）參與制服團隊，包括：
- ☐ 風軍（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）：

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- ☒ 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，由民政事務總署資助舉辦的少數族裔人士支援服務中心所舉辦的共融活動等），主要包括：（請列舉1至2項）
- |             |           |
|-------------|-----------|
| 活動名稱 / 內容簡述 | 協作機構（如適用） |
| <hr/>       |           |
- 義工服務
- ☒ 其他 / 備註（請說明）：非華語學會主席及幹事、輔導組學長

15. 在2019/20學年，除了在《學校報》提供相關支援措施的資料外，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）

- ☐ 本校網頁（請提供有關的連結：

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）
- ☐ 本校其他刊物，例如：

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- ☐ 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
- ☐ 其他（請說明）：

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4 學校應在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，讓家長在瀏覽網頁的主頁時能即時知悉如何獲得英文版的資料。

(三) 撥款的運用

16. 本校在2019/20學年所獲的額外撥款為(A) 950,000 元，在2018/19學年完結時，有關撥款的累積餘額為(B) 20,547.47 元(如適用)。本校在2019/20學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：(可選多於一項)

項目	全年實際開支
<input checked="" type="checkbox"/> 聘請中文科教師 / 其他科 (請說明： ) 全職教師 2 名 <sup>5</sup> ，及全職教學助理 1 名 <sup>5</sup> 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作： <input checked="" type="checkbox"/> 數節 教授非華語學生中文的額外教學工作，每週共 0 節 <input type="checkbox"/> 教學助理 協助 / 支援非華語學生學習中文，每週共 0 節 <input checked="" type="checkbox"/> 發展校本課程 / 教材 (包括電子教材)，共 20 單元 (涵蓋的年級：中一、中二、中三、中四、中六 )，每週 3 節 <input checked="" type="checkbox"/> 共同備課 (年級：中一、二、三、四、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及 / 或翻譯學校通告 / 其他資料，每週 節 <input checked="" type="checkbox"/> 其他相關工作 (請說明)： 非華語學童小組 <input type="checkbox"/> 聘請全職不同種族的助理 名 <sup>5</sup> ，主要負責以下工作： <input type="checkbox"/> 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助翻譯學校政策及行政安排等 <input type="checkbox"/> 於中文課堂及 / 或課後支援入班協助，每週 節 <input type="checkbox"/> 協助教師安排共融活動 <input type="checkbox"/> 其他 (請說明)：	教師薪金總計： 693,000 元  教學助理薪金總計： 312,364.5 元

<sup>5</sup> 教職員的人數以職位計算，負責上述有關的教學 / 工作應與學校一般全職教職員的教學 / 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。

項目	全年實際開支												
<input type="checkbox"/> 僱用專業服務以舉辦課後中文學習班 (請簡述服務內容)：	元												
<input checked="" type="checkbox"/> 購買 / 發展教學資源 (請簡述有關資源及其用途)：	元												
<div>資源</div> <div>用途</div>													
<input type="checkbox"/> 建立文化共融的學習環境：													
<input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件 (請簡述服務內容)：	元												
<input type="checkbox"/> 僱用專業服務以舉辦共融活動 (請簡述服務內容)：	元												
<input checked="" type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 3 項 (請提供各項活動的名稱、主要內容及實際開支)：	0 元												
<table border="1"> <thead> <tr> <th>活動名稱</th><th>內容</th><th>開支 (元)</th></tr> </thead> <tbody> <tr> <td>1. 參觀活動</td><td>1. 了解本地及中國文化</td><td></td></tr> <tr> <td>2. 比賽 (中文書法比賽) 及 課外活動 (非華語學童學會)</td><td>2. 認識中國文化，提升學習中文興趣。另外，透過由非華語學童學會舉辦分享會，邀請本地學生參與，分享各地文化，如飲食等，加強學生對不同文化的認識與接納</td><td></td></tr> <tr> <td>3. 非華語學童校友分享 (如學習中文的難處，學習心得，升學及就業情況)</td><td>3. 協助學生更有效地學習中文，擊破難點</td><td></td></tr> </tbody> </table>	活動名稱	內容	開支 (元)	1. 參觀活動	1. 了解本地及中國文化		2. 比賽 (中文書法比賽) 及 課外活動 (非華語學童學會)	2. 認識中國文化，提升學習中文興趣。另外，透過由非華語學童學會舉辦分享會，邀請本地學生參與，分享各地文化，如飲食等，加強學生對不同文化的認識與接納		3. 非華語學童校友分享 (如學習中文的難處，學習心得，升學及就業情況)	3. 協助學生更有效地學習中文，擊破難點		
活動名稱	內容	開支 (元)											
1. 參觀活動	1. 了解本地及中國文化												
2. 比賽 (中文書法比賽) 及 課外活動 (非華語學童學會)	2. 認識中國文化，提升學習中文興趣。另外，透過由非華語學童學會舉辦分享會，邀請本地學生參與，分享各地文化，如飲食等，加強學生對不同文化的認識與接納												
3. 非華語學童校友分享 (如學習中文的難處，學習心得，升學及就業情況)	3. 協助學生更有效地學習中文，擊破難點												

項目	全年實際開支
□ 其他相關開支 (請說明) :	元
共	1,005,364.5 元(C)
2019/20學年的累積結餘 [(A)+(B)-(C)]=	(34,817.03) 元(D) <sup>6</sup>
2019/20學年的累積結餘佔該學年額外撥款的百分比 [(D)+(A)×100%]=	(-3.66) %

<sup>6</sup> 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積結餘不可超過該學年所獲撥款的總額，任何超出上限的結餘須撥還教育局。教育局將抽算學校結餘的周年帳目，收回超出上限的結餘。若立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的結餘會在財政年度完結時予以取消。

□ 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。而本校累積高水準額外撥款餘額的原因及改善建議如下：[只適用於於在本學年完結時，額外撥款的餘額累積至高水平（70%或以上）的學校]

17. 本校會將撥款的累積結餘(D) -34817.03 元(如適用)，於下學年繼續支援本校的非華語學生。(請遵照教育局通告第8/2014號附件二第3及第4段及第8/2020號第15至17段的會計安排)

18. 本校 有 / 沒有 調撥其他資源支援非華語學生的中文學習及建構共融校園。若有，請簡述：

#### (四)總結

19. 在2019/20學年，就推行「學習架構」及建構共融校園，本校落實各項支援措施的情況總結如下：

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

本校會參考2019/20學年的經驗，並就非華語學生的中文學習表現，擬備2020/21學年的支援計劃。

另外，因應2019冠狀病毒病的爆發，本校於2019/20學年停課期間，為非華語學生提供的支援如下：

☐ 額外網上教學 ☒ 課業調適 ☒ 加強與非華語學生的家長聯絡

☐ 其他 (請說明) : \_\_\_\_\_

20. 檢視過去數年為非華語學生安排的校本支援措施後，本校總結出：  
[ 適用於過去三年或以上以上的學校 ]

(a) 成效較顯著的校本支援措施為

(i) 加強中文學習方面：

抽離學習

(ii) 加強與家長溝通與建構共融校園方面：

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

(iii) 促進成效的主要因素：

能針對學生的需要作出適切的調整

(b) 成效不彰的校本支援措施為

(i) 加強中文學習方面：

課後支援

(ii) 加強與家長溝通與建構共融校園方面：

學習夥伴

(iii) 導致成效不彰的主要因素及改善方案：

課後支援參與人數不多，另外抽離學習令非華語學生與華語學生接觸較少。未來可嘗試多組織活動讓華語學生與華語學生多些接觸。

(c) 未來三年，本校加強有關的校本支援措施的推行重點和方向為：

建構共融校園

(五) 餘款的運用 【只適用於在 2020/21 學年沒有獲額外撥款的學校】

本校在 2020/21 學年錄取少於 10 名非華語學生，未能獲取額外撥款。本校會繼續善用 2019/20 學年額外撥款的餘額 ( ) 元作以下用途：

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

(六)其他 (如有需要，可夾附1至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」及第8/2020號有關「加強支援非華語學生的中文學與教學資源安排」的要求，確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信，本報告一切內容均屬全面、完整及真確。

校監簽署：

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日期：	2020 年 9 月 21 日



## 12. Report on the One-off Grant for the Promotion of Chinese History and Culture

推動中國歷史及文化的一筆過津貼

總數：\$150,000

項目	目標	實行情況	檢討
<b>2017-2018</b>			
虎門歷史經濟考察	通過中國歷史、經濟和地理三科合作，舉辦考察活動，讓學生了解虎門、鴉片戰爭與香港的關係，並完成中國歷史科專題報告。	於2017年3月17-18舉行，共4位老師、40位中三學生參與。 費用40,920元。 學生表現積極投入，能通過完成專題報告鞏固所學。	學生反應良好，學習認真。惟受眾者不多，明年可考慮校內推廣中國文化的活動。
<b>2018-2019</b>			
客家文化講座	通過學者講解、專題研習指引的輔助，讓學生對客家文化有初步的認識。	2018年10月29日，講者葉德平博士於生涯規劃課，講解嶺南文化或客家文化的淵源、發展、現況，對象是中一、二學生。 費用1,000元。 學生表現積極投入，專題研習指引能助學生認識客家文化。	學生投入，講解能引起學生對客家文化的興趣。惟講解稍為抽象，宜加插更多圖片以助學生了解。
鹽田仔客家文化體驗營	通過考察與製作專題報告，鞏固學生對客家文化的認識。	2018年12月8日，中一、二學生49人，高中學生6人，老師5人領隊2人，共62人，前往鹽田仔村，了解客家文化。 費用30,000元。 學生積極投入，主動參與各項活動，如曬鹽、製作茶粿，體現客家人的生活。	學生投入，認真完成專題報告。值得來年繼續推行。
書法工作坊	通過練習書法，讓學生體會書法之美。	2018年11月6日，初中30名學生參加。 費用連用具，共3,500元。	書法老師講解生動，學生表興趣，建議中文學社舉辦定期書法班。

文化周攤位遊戲	通過攤位遊戲，引發學生的興趣	在書法老師潘炳鴻先生引導下，對中國書法萌生興趣。 為 2019 年 3 月舉辦的文化周製作： -歷史常識飛行棋 -中文賀詞拼砌遊戲 費用共 4,600 元。 學生表現：反應良好	學生投入，宜多舉辦有關中國文化習俗的攤位遊戲
粵劇工作坊	通過講解、導賞，觀賞粵劇、試穿行頭、試玩把子，引發學生對粵劇的興趣，體會粵劇藝術之美。另配合高中中文美文欣賞《長亭送別》教學。	2019 年 3 月 12 日，粵劇劇團水月舞臺於高中生生涯規劃科演繹《牡丹亭之長亭送別》。通過粵劇的唱念做打示範、學習，欣賞粵劇藝術。 對象：高中學生 300 人。 費用 20,000 元。 學生表現：唱詞較深，學生理解困難。遊戲部分頗受歡迎。	宜多舉辦有關中國文化的遊戲。傳統戲劇唱詞較深，宜以淺白話劇形式代替。
利瑪竇音樂劇	通過欣賞音樂劇，了解近代中國宗教發展的情況。	2019 年 4 月 24 日，師生共 35 人，欣賞於香港文化中心公演的《利瑪竇音樂劇》。 費用 2,100 元。 學生表現：投入欣賞	學生投入，宜多舉辦有關中國文化的戲劇欣賞。
<b>2019-2020</b>			
購置《重新認識中國歷史人物》第一至三冊，共 450 本	學生通過閱讀書籍，撰寫評論，加深對中國歷史人物的認識，從而反思自身的立身處世的態度與原則。	初中同學能於上學期完成評論。原本安排優秀者於早會講演，但因肺炎疫情取消。 購書費用：22,500 元。	建議以批次書籍推行三年的閱讀計劃，然後把優異的評論，輯錄成集，以示表揚，亦收學生互相觀摩之效。
為文物館購置三本有關書籍	供學生查閱、了解文物與歷史文化的關係。	存於文物館中。因肺炎疫情，延遲開放文物館，故稱成效未見。 購書費用 1,480 元。	-----

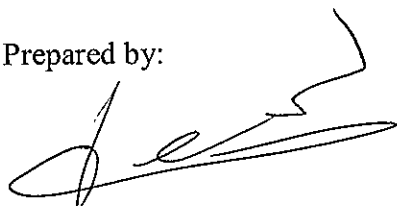
參加國史教育中心舉辦“年度歷史人物選舉 2019”	加強國情教育	通過海報宣傳、早會分享、中國歷史課堂教授，於十月推廣此活動。惟因社會活動而停課，導致投票只有 340 票。不過，因文化學會投入宣傳，榮獲最佳推廣獎。 製作海報費用：372 元。	學生投票尚算踴躍，負責籌組活動學生積極投入，活動值得來年繼續舉行。
舉辦“國風活動”	進一步、更全面地提升校內學習中國歷史文化的氛圍，提升學生對中國歷史文化的興趣和認識。	國風活動於十二月中旬舉辦，共辦三天攤位、一場講座、一場話劇 費用：18,450 元。	問卷調查結果顯示約七成同學對活動非常感興趣或感興趣，證明活動能提升學生對學習中國歷史文化的興趣和認識。如有資源，活動值得繼續舉行。
購置模擬考古教材	於文物館開幕期間，通過模擬考古活動，提高學生對文物的喜愛與欣賞。	因肺炎疫情，延遲開放文物館，故稱成效未見。 費用 560 元。	-----
購置文物館掛畫	印製文物館掛畫，提高學生對各朝典型文物的認識、喜愛與欣賞。	因肺炎疫情，延遲開放文物館，故稱成效未見。 費用 4,500 元。	-----

財政年度	支出
2017-2018	40,920 元
2018-2019	61,200 元
2019-2020	47,862 元
總數	149,982 元

### 13. Financial Summary

	INCOME	EXPENDITURE
<b>I. GOVERNMENT FUNDS</b>		
• Admin Grant (including additional CA) Salaries for non-teaching staff (administrative officers /clerks and workmen)	\$3,672,000.00	\$3,461,607.20
• Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, furniture and equipment, etc.)	\$2,022,717.40	\$1,514,645.43
• Other Grants (including Air-conditioning Grant and Lift Maintenance, etc.)	\$514,693.00	\$283,274.00
• Composite IT Grant	\$420,652.00	\$267,614.01
• Capacity Enhancement Grant (Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)	\$634,017.00	\$607,710.00
• Non-Chinese Speaking Student Grant	\$900,000.00	\$1,005,364.50
• Senior Secondary Curriculum Support Grant	\$770,400.00	\$771,480.00
<b>II. SCHOOL FUNDS (GENERAL FUNDS):</b>		
• Tong Fai	\$2,260,808.90	\$2,420,310.60
• Donations	\$900,000.00	\$902,220.00
	<u>\$12,095,288.30</u>	<u>\$11,234,225.74</u>

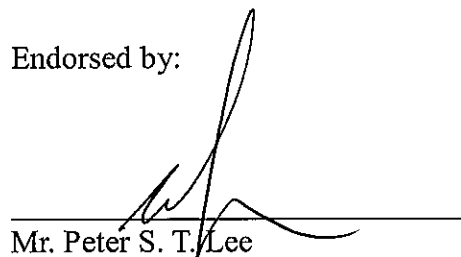
Prepared by:



Mr. Larry Yeung S.T.  
Principal

Date: 7 October 2020

Endorsed by:



Mr. Peter S. T. Lee  
Supervisor