

RAIMONDI COLLEGE SECONDARY SECTION



SCHOOL REPORT

2020 – 2021

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1. Brief Introduction of the School

1.1 School Mission Statement

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

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

It is the school’s hope that all students and members of staff experience the spirit of love and the teachings of the Gospel both through the curriculum and school life. We shall uphold and pass on the core values of Catholic Education (Truth, Justice, Love, Life and Family) to students to prepare them properly for their life and future responsibilities.

1.2 Our School

Our School, founded in 1958, was named after the first Vicar Apostolic of Hong Kong, Timoleone Raimondi (1874 – 1894). Raimondi College is a feeder school, with the majority of the Secondary 1 places taken up by pupils from our own Primary Section. The Secondary Section, which is aided, has 57 classrooms, 6 science laboratories, 1 multi-media learning centre, 2 computer rooms, 1 Geography room, 1 Music room, 1 Art room, 1 Counselling room, 1 student union room, 2 halls, 1 library, 1 studio, 1 gymnasium, 3 covered playgrounds and a basketball court. All rooms are air-conditioned. All classrooms and special rooms are equipped with both a LCD projector and a screen. WiFi900 was set up all over the school campus. Our Alumni Association was established in 1961, the Parent-Teacher Association in 1966 and the Student Union in 1969. The school started to admit female students in Secondary 6 & 7 in 2000 and became co-educational in 2008. Since 2014, small class teaching has been launched in S.1 and S.2.

1.3 School Management

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

School-based management was first implemented in 1996.

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

The Incorporated Management Committee

Supervisor	:	Mr. Lee Shung Tak, Peter
SSB Managers	:	Rev. Chan Chi Ming, Dominic
		Mr. Wan Yiu Chung, Paul
		Ms. Lam Chui Wan, Connie
		Mr. Yee Kin Wah, Joseph
		Mr. Michael Chuang
		Mr. Fan Hoi Kit, Alex
Alternate SSB Manager:		Ms. Lo Wing Kum, Louisa
Ex Officio Manager:		Mr. Yeung Sai Tak, Larry (Principal)
Independent Manager:		Ms. Ng Choi Yuk, Theresa
Parent Manager:		Ms. Chan Ka Man, Vivien
Alternate Parent Manager:		Dr. Law Yuet Wing, Frank
Teacher Manager:		Mr. Lo Ka Shing, Roger
Alternate Teacher Manager:		Mr. Chung Man Ngai, Danny

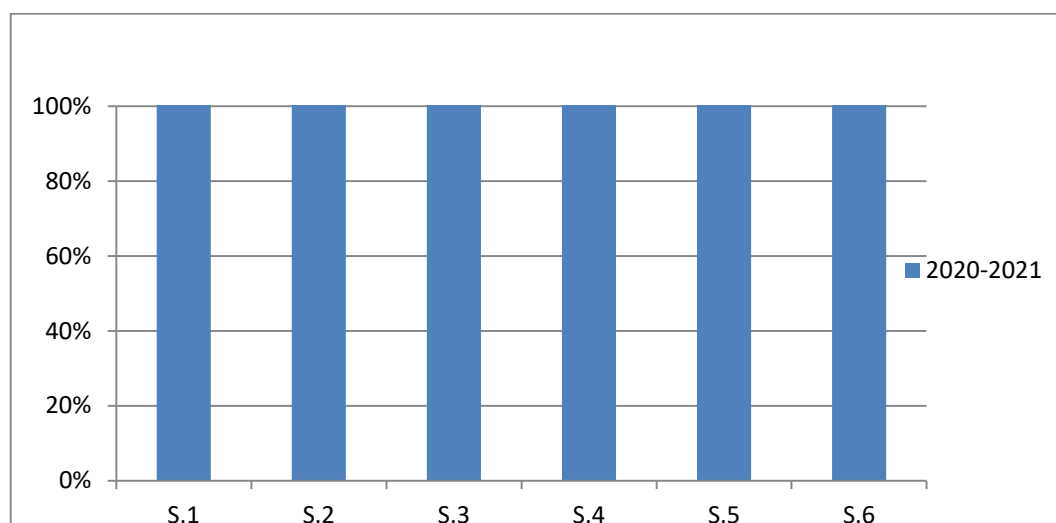
1.4 Class Structure

Secondary	1	2	3	4	5	6	Total
No. of classes	4	4	4	4	4	4	24
	Split into 5 small classes						
Total Enrolment	136	116	125	115	110	97	699

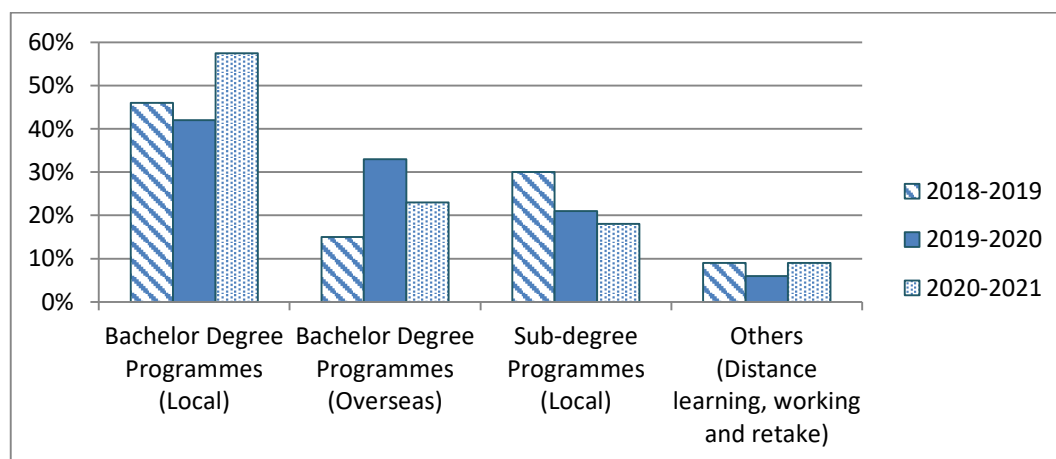
Total no. of teachers in 2020-2021: 60

2. Our Students

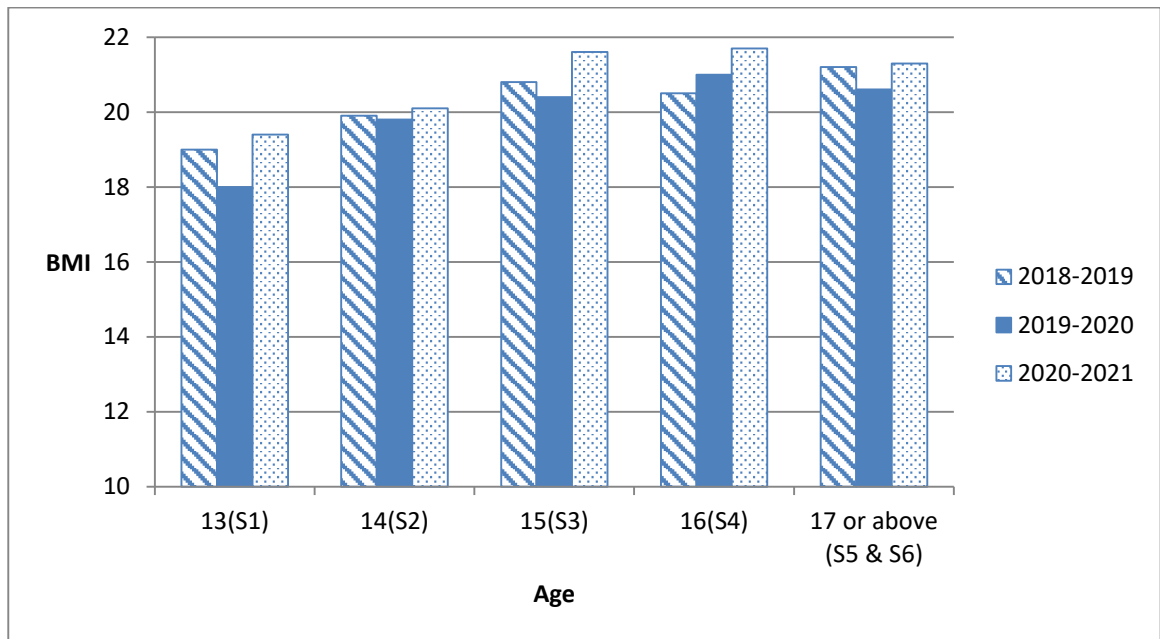
2.1 Students' Attendance



2.2 Destination of S.6 Graduates

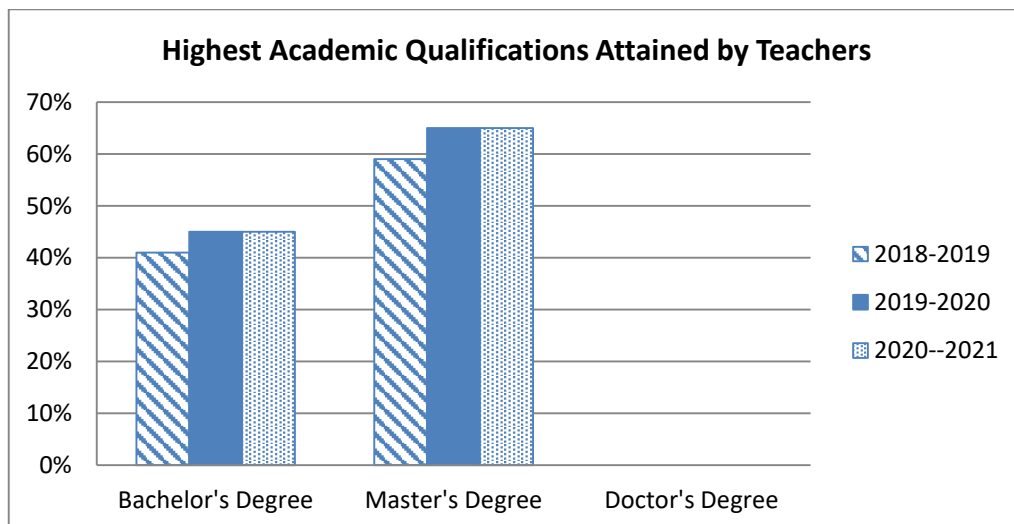


2.3 Students' Body Mass Index (BMI)

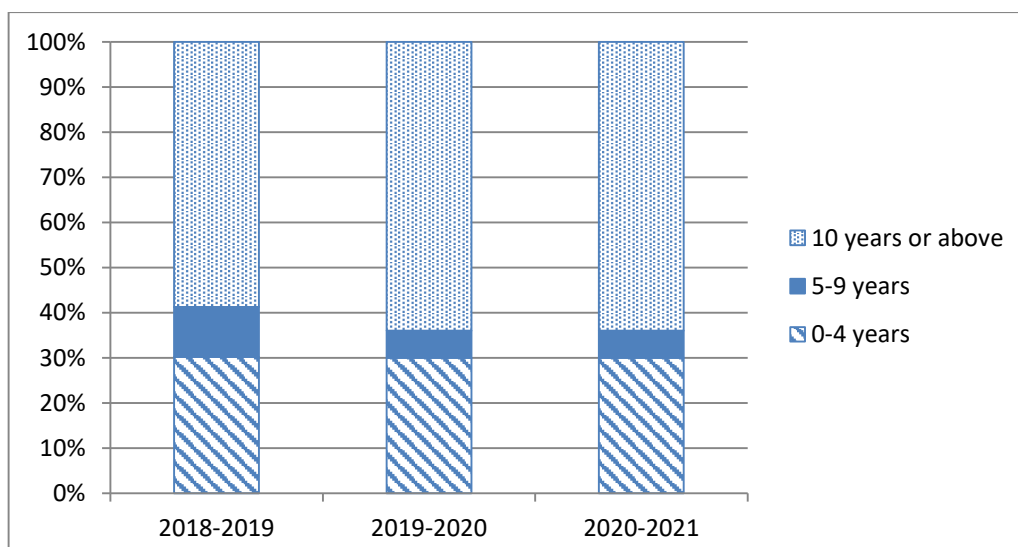


3. Our Teachers

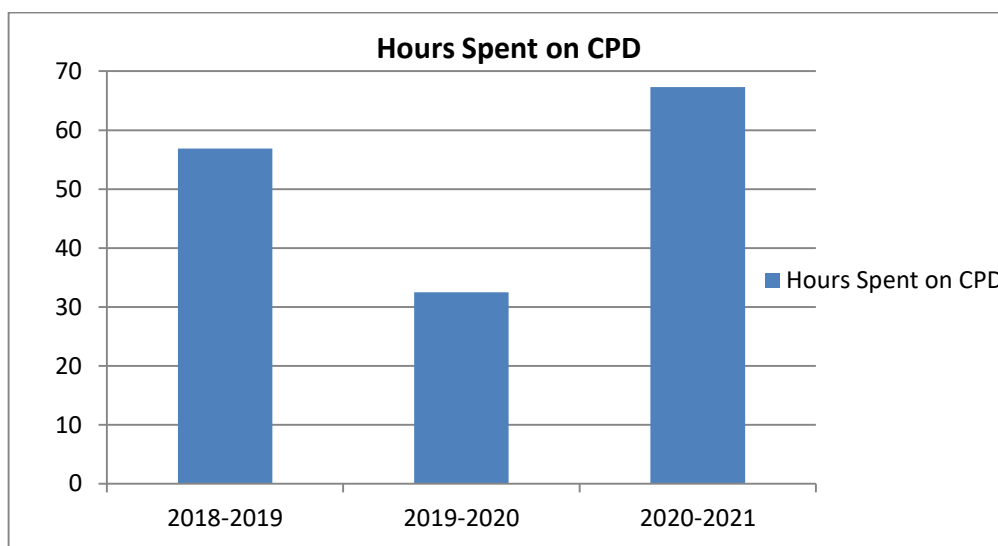
3.1 Teachers' Qualifications



3.2 Teaching Experience



3.3 Teachers' Professional Development



4. Major Concerns (Achievements and Reflection)

4.1 Developing students to be inquiring, self-reflected and language-competent learners capable of generating applicable knowledge as well as developing their generic, literacy and STEM-related skills

4.1.1 Engaging students in active and self-motivated learning inside and outside classroom through the generation of an interactive and technology-supported learning environment

- (a) Generating an interactive learning environment
 - 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.
 - The “Knowledge Building Model”, comprising pre-lesson preparation, scaffolding and consolidation, was adopted for lesson planning. Collaborative lesson planning was accomplished in most subjects.
 - Student-student and student-teacher interaction was maximized by means of e-learning strategies.
- (b) Generating a technology-supported learning environment
 - Google Classroom was utilized to initiate online classes via Google Meet, flipped classroom, online assessment as well as other e-learning applications.
 - Apart from e-learning materials for academic subjects, the Student Support Committee also provided students with online classes and activities to enhance their mental and spiritual well-being.
 - School-based teaching videos were produced using Explain Everything, iPad screen recording, mobile phone cameras or PowerPoint. These videos further enriched learning through flipped classroom and outside the classroom.
 - With respect to online assignments, teachers were required to provide timely feedback through applications including GoFormative, Edpuzzle and Adobe Expert. Students’ learning progress was traced and monitored for follow-up actions.
 - An E-Learning & Innovative Teaching Exchange (ELITE) Centre has been established to facilitate collaborative lesson planning and production of e-learning materials.
- (c) Promoting active and self-motivated learning among students
 - Assessment data were reviewed regularly and systematically by the Academic Improvement Team to devise follow-up actions. The actions include:
 - ✓ individual counselling by the Principal, Student Support Committee members or Form Coordinators for encouragement and advice;
 - ✓ remedial programmes on a subject basis;
 - ✓ a language support programme for selected S1 students;

- ✓ subject-based enrichment programmes
 - The assessment mechanism was improved by including electronic applications that enabled prompt feedback to students and teachers. Data collected were used for review and strategic adjustments. In addition, the assessment mechanism for STEM-related subjects in S.1-2 was refined following participation in the “Focused Learning Community on STEM Education (Assessment)” in partnership with the Education Bureau (EDB).
 - The progress of a number of subject-based and cross-curricular projects was impeded due to class suspension.
- (d) Developing learning communities among teachers for professional development
- The School worked together with other professional bodies on student learning in the following projects:
 - ✓ “School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Mathematics Education Key Learning Area (KLA) in the English medium” in collaboration with the Education Bureau (EDB) and the University of Hong Kong
 - ✓ The EDB School-based Support Services on Building Learning Partnership “Focused Learning Community on STEM Education (Assessment)”
 - A professional exchange on assessment data analysis and e-learning strategies with Sun Kei Secondary School was held in the ELITE Centre on 20 November 2020.
 - Collaborative lesson planning and peer lesson observation were implemented for professional development.

4.1.2 Assisting students to be reflective readers and effective writers in authentic contexts across the curriculum

- (a) Broadening students’ knowledge base and sharpening students’ analytical skills through authentic reading strategies and post-reading reflection
- During the suspension of face-to-face classes, subscription to SCMP E-paper as well as online reading platforms in English (Wheelers) and in Chinese (Kanhon) was made as part of the student reading programme.
 - Students’ interests in reading were cultivated through partnership among the School Library, teams, departments and other professional bodies.
 - ✓ Sharing sessions named “The Power of Wisdom” were scheduled for S.1 and S.2 on 16 November and 24 November 2020 respectively. Student Librarians recommended books during the sessions. Representatives from the Hong Kong Central Library were invited to share digital resources with our students. The session for S.3 students was suspended due to face-to-face class suspension.
 - ✓ Library visits were arranged during lesson time for S.1 students to promote leisure reading.
 - ✓ The Reading Team and English Department co-organized a Book Report Competition (S.1-3) and News Reading Competitions (S.4-5) to cultivate good reading habits among students.
 - ✓ Various subject-based reading schemes were implemented as planned.
 - ✓ Book-sharing videos were uploaded to the school website, promoting reading habits to students and parents.
 - To promote the enjoyment of books and reading, the Reading Team worked with the Moral & Civic Education Team for a series of reading activities on World Book Day (23 April 2021).
 - ✓ A double lesson on Life Planning Education for the junior forms was reserved for reading activities.
 - ✓ Five teachers across different KLAs were invited to share their favourite books via video to stimulate students’ interest in reading. Follow-up tasks included a voting session and reflection writing.
 - ✓ A 15-to-20-minute silent reading session was included. Reading materials suitable for each secondary level was chosen for students. Class Teachers shared their reading experience with students.
 - The Drop Everything And Read (DEAR) programme was suspended since only the half-day special timetable could be adopted under EDB contingency guidelines. In consideration of social distance and risk management, interactive activities including book

exhibitions, book crossing, parent-child reading scheme, Reading Circle and Writers' Talks were suspended.

- (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 in dealing with language in learning
 - Language-across-the-curriculum (LAC) lessons were implemented in S.1-2 classes with refinement. The curriculum materials in Mathematics, Integrated Science, Geography, History and Life & Society were refined to help students tackle the subjects in English more effectively.
 - S.1 students who struggle to learn subjects taught in English were identified to attend the language support programme jointly organized by the Student Affairs Mistress and the LAC Team.
 - Regarding the "School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Mathematics Education Key Learning Area in the English Medium", meetings were arranged to develop and evaluate the use of the materials to teach S.1 Mathematics on 9 October and 29 December 2020. Refined materials were used in lessons on 20 November, 23 November, 24 November 2020 and 25 January 2021. Lesson observation by HKU and EDB observers was conducted on 20 November and 24 November 2020. The observation report was received on 8 February 2021.
 - The non-Chinese Speaking (NCS) Chinese Language curriculum was optimized to align with the refined learning, teaching and assessment strategies.

4.1.3 Implementing STEM education via basic skills acquisition and Inquiry-based applications

- (a) Reviewing the assessment mechanism for STEM activities
 - Through taking part in the EDB programme "Focused Learning Community on STEM Education (Assessment)", the School has achieved the following:
 - ✓ Meetings with the EDB official to finalized the assessment plan and curriculum materials for the S.1 and S.2 cross-curricular STEM projects were arranged on 15 July 2020, 9 October 2020, 26 January 2021, 9 March 2021 and 4 May 2021. The assessment mechanism of these projects was revised upon consultation.
 - ✓ Sharing sessions on school-based practices of assessment in STEM education, online and face-to-face, with the HKTA Yuen Yuen Institute No. 3 Secondary School were arranged on 21 December 2020 and 28 June 2021 respectively.
- (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 STEM projects for S.1-2 students were implemented with modified hands-on activities. The S.3 STEM project was cancelled in light of face-to-face class suspension.
 - Most other STEM-related cross-subject projects requiring frequent and constant student-student interaction were. Cancelled projects included the S.1 field study in Cheung Chau, the S.4 bible story video production, the S.4 scientific investigation project, STEM education visits and programmes.
- (c) Stretching students' problem-solving abilities
 - Although most strategies to extend students' STEM abilities and scope (e.g. the International Credential Assessment Service ICAS test, as well as a majority of STEM education visits and programmes) were suspended, the School focused on the development of artificial intelligence (AI) learning in students. These included the Microsoft AI Pilot School Scheme and robotics learning through the RoboMaster programme. Such development was supported by two projects from the "IT Innovation Lab in Secondary Schools". These projects titled "Participation in Robotic Competition" and "Assist students to correct postures and improve skills in sports through the use of AI technology" were successfully approved by the Office of the Government Chief Information Officer (OGCIO).
 - The application for the Quality Education Fund (QEF) project "Makerspace in school for curricular and extracurricular activities" was successful. The present Multimedia Learning

Centre (MMLC) and Computer Room would be converted into a STEM activity centre.

4.1.4 Reflection

- Despite the multitude of restrictions from half-day schooling and intermittent face-to-face class suspension, the School strived to offer support to cater to learning diversity through various enrichment and remedial programmes as well as counselling services, all informed by assessment data.
- Online classes revealed our strengths in e-learning development. The School utilized the ELITE Centre for video production, consolidated the e-platform and database for the storage and delivery of e-learning materials, enhanced the online assessment mechanism for effective feedback as well as facilitated the use of mobile apps through staff development. Effective use of the e-learning foundation laid and interactive classroom strategies cum small-class teaching scheme would pave the way for further development under the learning and teaching realm. The current assessment system could reveal students' learning progress for self-observation, reflection and evaluation. At the same time, the School should provide a learning environment favourable for students to collaborate with their peers to acquire knowledge and apply generic skills in learning. In collaboration with the Student Support Committee, students would learn to set and attain their own learning goals through individual guidance and mass programmes. Collectively, the School would work holistically towards nurturing students to become self-directed learners.
- Language proficiency of students is another emphasis of school development. We will continue to offer assistance in ensuring the mastery of literacy skills to meet future challenges. Where appropriate, Departments of non-language subjects will collaborate to provide authentic contexts for students to apply and consolidate the literacy skills developed in language lessons, facilitating their development into lifelong learners. Junior secondary students who struggle with learning subjects taught in English would receive support through the language-across-the-curriculum approach.
- With respect to STEM education development, the EDB's School-Based Support Services along with a number of STEM-related courses and competitions were suspended. 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.
- On top of the present STEM education strategies, the School would utilize the additional resources of the three approved STEM projects from QEF fund and OGCIO to develop the inclusion of artificial intelligence teaching into coding education in robotics and drone technology. Learning outcomes of our STEM education would embrace invention by students in addition to applications in modern life. We hope to enrich students with sufficient STEM-related learning experiences during and beyond classroom time, stretching their potentials and broadening their international perspective.

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

4.2.1 Fostering character building in students through cultivating three of the five Chinese virtues, namely Wisdom (智), Justice (義) and Integrity (信)

- (a) Promoting Chinese virtues: namely "Wisdom", "Justice" and "Integrity" through Life Planning Education, various programmes and activities. This year's theme is 「求智慧 重誠信 行公義」.
- Two banners have been hung to remind students of the theme of the year, "求智慧 重誠信 行公義", and the core values of Raimondians, Love, Unity and Perseverance.
 - S.1 Orientation Day
An online orientation event was organized for S.1 students and parents on 22 August 2020 to familiarize them with the culture and ethos of Raimondi College as well as the major concerns of year 2020-2021 and three of the five virtues, "Wisdom", "Justice" and "Integrity".

- Life Planning Education (LPE)
Through collaboration of the Student Support Committee (SSC) and class teachers, formal and informal curricula for Life Planning Lessons were implemented across all forms.
 - ✓ Six and three lessons of LPE concerning Wisdom (智)、Justice (義)、Integrity (信) and Positive Value Education (正向價值教育) were conducted for S.1 - S.3 and S.4 - S.6 students respectively.
- Reading Scheme
The Moral and Civic Education Team (MCET) had collaborated with the Reading Team to organize activities to promote the main theme, “Wisdom, Justice and Integrity”:
 - ✓ Book Recommendations
 - ✓ Book Exhibition
 - ✓ Book Reports, News Commentary and Essay Writing (Chinese and English)
 - ✓ Thanksgiving Card Design Competition and Exhibition
- (b) National Security Education
 - In March 2021, two hall assemblies on National Security Education were organized for S.1 and S.2 students:
 - ✓ During the assemblies, the meanings and backgrounds of the National Flag, Emblem and Anthem were introduced to students.
 - ✓ Students learned the appropriate etiquette for the raising of the National Flag and singing of the National Anthem.
 - Online Life Planning Education was organized for S.3 – S.5. In addition to the appropriate etiquette students needed to observe on the National Security Education Day (15 April 2021), class teachers also collected feedback from students concerning their emotional and physical wellbeing as well as their study plans.
 - An eye-catching noticeboard was used to promote our five core values, the five Chinese Virtues and National Security Education.

On the National Security Education Day (15 April 2021), the National Flag and the HKSAR Regional Flag were hung at the entrance on Caine Road. The National Anthem was sung.

4.2.2 Developing students’ positive attributes in life, spiritual literacy and self-management skills through experiential learning in formal and informal curricula

- (a) Religious Cultivation
 - In view of the cancellation of the Joint-Section School Opening Mass during face-to-face class suspension, the video 「疫境開學生活聖言」 was produced and uploaded to the school website. Rev. Dominic Chan Chi Ming provided spiritual directions to students, teachers and parents.
 - Online catechumen classes were conducted weekly for six students, four of whom received Confirmation during face-to-face class suspension.
 - The School’s Legion of Mary held bi-weekly online meetings. Members and advisors reflected on Readings, shared their own spiritual life and prayed.
 - Christmas activities:
 - ✓ Manger Design Activity (馬槽設計活動) organized by the Hong Kong Catholic Cathedral of the Immaculate Conception.
 - ✓ Decoration of the Manger and Christmas tree was carried out in December 2020.
 - ✓ Whole-school online Christmas prayer service and celebration was held on 21 December 2020. Programmes included the singing of Christmas carols, games and a lucky draw. A high participation rate was recorded.
 - Supporting people in need in society
 - ✓ To share our love and care for those in need in society, our staff and students donated red packets and anti-pandemic supplies through Caritas.
- (b) Support programmes for students of all forms were organized in collaboration with all Student Support sub teams:
 - S.1 Adaptation Programme
 - ✓ Collaborating with all Student Support sub teams, class teachers and social workers, the programme was launched in late September, when the face-to-face lessons resumed.

- ✓ Meeting with Principal and Vice Principals, Introductory Talk, School Tour and Class Teachers' Periods were held on 23 September 2020. Stationery items (including a folder, a pen, bookmarks and a face mask holder) with the theme "Strive for Excellence" were given to students.
- ✓ The Principal wrote words of encouragement on every bookmark and reminded S.1 students with the school motto, "In Constantia Fortitudo" during times of adversity.
- ✓ All S.1 students were interviewed through Google Meet in October 2020. Information on S1 students' adaptability to the new learning environment and difficulties was collected. Advice on learning and self-management were given to students.
- Support for learning diversity in junior forms
 - ✓ In collaboration with the Academic Committee, learning support classes for core subjects were arranged for junior form students.
 - ✓ Teachers from the Student Support Committee interviewed and provided guidance and support to students with learning difficulties.
- Social skills training group for junior students
 - ✓ Three groups of S.1 female students attended four online social skills training sessions respectively.
 - ✓ Three sessions of online board games were organized for 11 S.1 male students to facilitate their social skills.
 - ✓ S.2 female students attended one physical and three online social skills training sessions.
- "My Dream, My Faith" (「夢想 Goal 飛」)
 - ✓ A mentorship scheme was launched in September 2020 to spark students' dreams with faith and to guide them to achieve their goals.
 - ✓ The mentors provided guidance and advice on study skills to their mentees.
- Relaxation Programme for S6 students
 - ✓ A handicraft programme, supported by social workers, was held once a month from September to November 2020. The aim was to help students relax and share their personal problems with social workers online.
 - Twenty S.6 students attended three online sessions of handicrafts workshops and pop music sharing.
 - Students also had online chats with social workers once a week.
 - ✓ A "Memory wall" was installed outside every classroom and photos taken in the past three years were displayed. It helped S.6 students develop a sense of belonging and reminded them of the support from teachers and classmates.
 - ✓ Three mindfulness training sessions were conducted by the Educational Psychologist of Catholic Dioceses from October to November 2020.
 - ✓ Stress-relieving activities were held at the teacher-student promenade during lunch before face-to-face class suspension.
- (c) QEF - Resilient Training Programme
 - The programme provided training for S.1–S.3 students with low resilience to adversity. Twenty students were recruited from S.1–S.3. A resilient training programme was designed to elevate the resilient quotient of students. It helped increase self-awareness and personal empowerment. Students learned to manage their physical, psychological and emotional health.
 - Through the Day Camp, parents and students enhanced their understanding of each other and learnt to communicate better.
- (d) Cultivation of resilience and positive attitudes among students
 - In collaboration with other teams under the Student Support Committee, the Moral and Civic Education Team (MCET) aimed to cultivate resilience and positive attitudes among students by means of different themes and activities throughout the school year.
 - ✓ To enhance students' awareness of gratitude and forgiveness and to encourage students to turn these values into action, creating a happy and harmonious school culture, the School joined a project named "愈感恩 愈寬恕 愈快樂", organized by the Guidance & Discipline Section of the Education Bureau. A series of school-based activities and life planning sessions were conducted throughout the school year.

- ✓ Posters with inspiring and positive quotes were hung around campus to enrich a positive school environment.
 - ✓ The School was awarded with \$5,000 from the 23rd Moral and Civic Education Award Scheme organized by the Yan Chai Hospital Moral and Civic Education Fund and the Education Bureau.
 - ✓ In collaboration between the MCET and the Student Affairs Team, class teachers nominated students with positive attributes and good characters to be “The Most Valuable Student” of their respective class.
 - ✓ A “Thank-you Card Design Competition” was co-organized by the MCET and the Visual Arts Department to promote positivity with gratitude among S.1 students.
- (e) Sunshine Calls
To facilitate home-school cooperation, the Student Affairs Team had coordinated with the class teachers to make frequent sunshine calls during the face-to-face class suspension period and long school holidays. The School was able to maintain close contact with parents and students. Apart from timely and useful information, individual support and advice were given to students and parents.
- (f) Strive for Excellence Handbook
- ✓ Students were required to record their study plans and goals in the handbook.
 - ✓ Teachers and parents were asked to write words of encouragement in the handbook. It would facilitate communication and cooperation among students, teachers and parents. Additional support was given to students and parents.
- (g) Programme for Students with Special Education Needs (SEN)
- ✓ Ten online sessions of social skills training and speech therapy were arranged for students with Autism during face-to-face class suspension.

4.2.3 Encouraging students to strive for excellence, explore career aspiration and develop entrepreneurial spirits through job shadowing and mentorship programmes with parents, alumni and external organizations

- (a) A Recruitment Talk “Here are my Dreams” organized by the Hong Kong Federation of Youth Groups was jointly promoted by the PTA, Guidance Team and Careers and Life Education Team. Twenty families were recruited to join the training programme and activities.
- (b) Elective Selection for S.3 students and parents
- ✓ An online Careers Talk on Elective Selection for S.3 students and their parents was held in December 2020.
 - ✓ The S.3 Parents’ Day cum Elective Choices Talk was held in April 2021.
 - ✓ “Striding towards S.4 from Electives selection” was organized for S.3 students in May 2021.
- (c) Mentorship Programme for S.4 and S.5 students
Teacher mentors were assigned to students in need. Mentors provided guidance and support to those facing shortfalls in academic performance. Advice on time management, study planning and words of encouragement motivated students to plan ahead and prepare well for the final examination.
- (d) Under the Business School Partnership Programme, the Careers and Life Education Team organized an Executive Talk for S.4 students in May 2021. The Executive Manager from CLP Power Limited Hong Kong was invited as the speaker and shared his insights in career planning.
- (e) The Careers and Life Education Team organized “Linking Careers World to RC by alumni” for S.5 students in May 2021.
- ✓ Eighteen outstanding alumni from different fields shared their work experience and career planning with the students.
 - ✓ Students formed small groups and joined different talks according to their own interests and preferences.
- (f) Morale Boosting Programme for S.6 students
- Part I (September 2020)
 - ✓ Words of encouragement from Ms. L. Lo and Mr. L. Yeung.

- ✓ Ms. L. Lo reminded S.6 students to focus on their studies and prepare well for the DSE. Mr. L. Yeung shared the book titled “7 Habits” with students and reminded them of the importance of good habits for life-long development.
- ✓ Based on students’ S5 results, Mr. K.H. Tam and other SSC teachers shared their advice with students on preparation for the DSE. Students were reminded to adjust their study plans and strategies.
- ✓ A timeline with all important events and programmes was distributed to S.6 students. It reminded students to follow the schedule in preparation for their JUPAS application, such as writing the personal statement and OEA.
- ✓ Under the Mentorship programme, each S.6 student was paired up with a subject teacher, their mentor of the JUPAS programme. Mentors met with their mentees regularly and gave advice on studies and preparation for JUPAS application and programme choices.
- ✓ A 3-minute practice of mindfulness helped students release their stress through focusing on their present state of emotion.
- ✓ A morale boosting banner was hung outside S.6 classrooms. Thanksgiving and encouraging remarks were written on the banner by teachers and students.
- Part II (March 2021)
 - ✓ Thanks-giving and prayer service for S.6 students.
 - ✓ The Principal prepared morale boosting gift bags for S.6 students and wished them success in the DSE.
 - ✓ Representatives from each class gave a speech of thanks to the School and their class teachers.
 - ✓ Class teachers encouraged students to strive for excellence and prepare well for the DSE.
 - ✓ Class and form photos were taken.
- (g) S.6 Careers Talk on JUPAS Application and Programme Choice for students and parents was held in October 2020. Graduates from 2020 shared their experiences on preparation for the DSE and JUPAS choices selection. They provided useful first-hand information and answered questions from students and parents.

4.2.4 Reflection

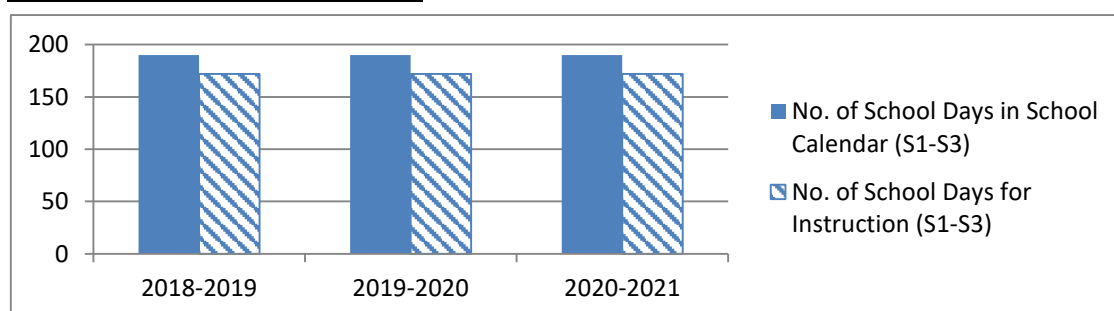
- To maintain environmental hygiene on campus, the school premises have been sanitized from time to time throughout the year. With concerted effort of the Crisis Management Team and the Discipline Team, extra patrols and duties have been arranged for temperature checks, to keep appropriate social distance in corridors and on playgrounds and to escort students to the bus stop on Robinson Road after school.
- To ensure the effectiveness of online teaching during face-to-face class suspension, the Discipline Team monitored students’ attendance and homework records regularly. Immediate support has been provided to teachers, students and parents.
- Despite the suspension and cancellation of a considerable amount of formal and informal learning and extracurricular activities, Student Support sub teams were able to conduct various face-to-face or online programmes alternatively. The collaborative effort of the teams enhanced the efficiency of delivery.
All concerned parties shared the vision to build a loving learning environment and to enable students to strive for excellence.
- Tailored programmes were organized for students with different needs across all forms. These programmes encouraged students to adapt to the new learning mode, new syllabi and public examinations. There were also programmes to facilitate students’ capabilities in dealing with studies, interpersonal issues, stress and time management.
- With the generous support from alumni and the PTA, the School tailored programmes to the needs of parents and students. Various careers and parents’ talks as well as online cooking classes were organized during this challenging year. To promote environmental awareness and encourage parents and students to take part in green activities, the PTA has launched a campaign titled “Recycled School Uniform” recently.
- Looking forward to a better and more stable school year, we have planned ahead, with some programmes already being approved by the Quality Education Fund. Other activities have also started by means of effective use of the Life Wide Learning Grant.

These include:

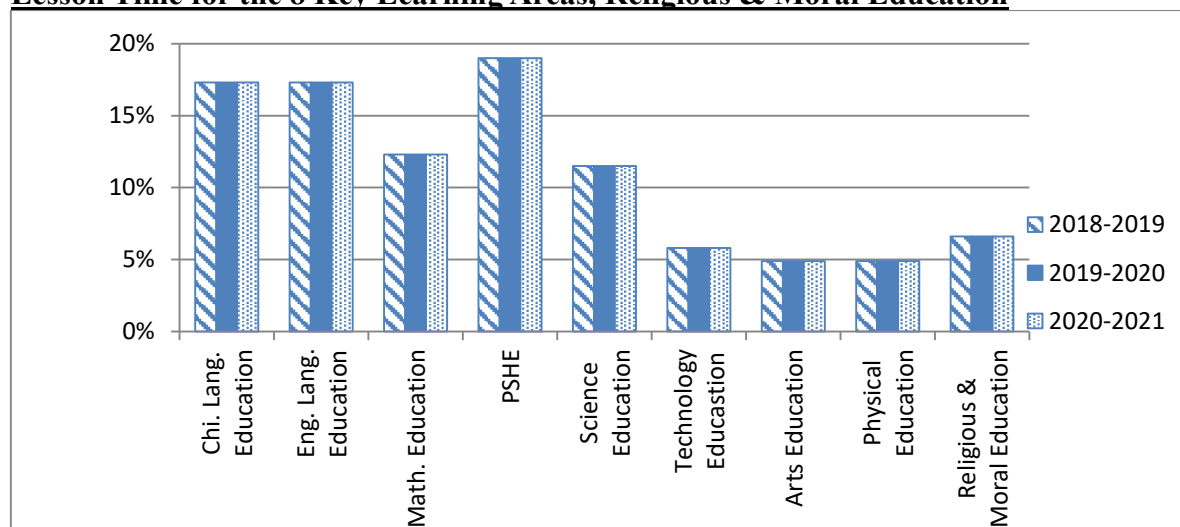
- (a) “Fostering Positive Values in Students through Spiritual Education and Building a Caring Community” Project
To promote spiritual literacy of students, teachers and parents, the project, financed by the Quality Education Fund, will be jointly led by eight Catholic Diocesan secondary schools. With themes of “self-realisation” and “self-devotion”, a wide variety of activities will be conducted. Activities will include spiritual education lessons and experiential learning activities for S.1 students, training for teachers and parents, Staff Development Day and social services by students and their families. The programme will be launched in September 2021.
- (b) A whole-school programme on Positive Education has been approved by the Quality Education Fund Secretariat, Education Bureau. In collaboration with different teams in the Student Support Committee, the MCET aims at cultivating resilience and positive attitudes among students through different themes and activities throughout the 2021-2022 school year.
- (c) In collaboration with MCET and RAT, the Extra-Curricular Activities (ECAs) Team has developed the Environment Protection and Greening School Policy.
- (d) The RC Active Campus Fitness Training Programme, “You Jump, I Jump”, organized by the ECA team, was implemented after the resumption of face-to-face classes.
Stage 1: Smart ropes have been distributed to teachers and students. Their exercise record would be uploaded to a designated app for Raimondians.
Stage 2: The programme would be extended to parents and alumni in the next academic year.

5. Learning and Teaching

5.1 Number of Active School Days

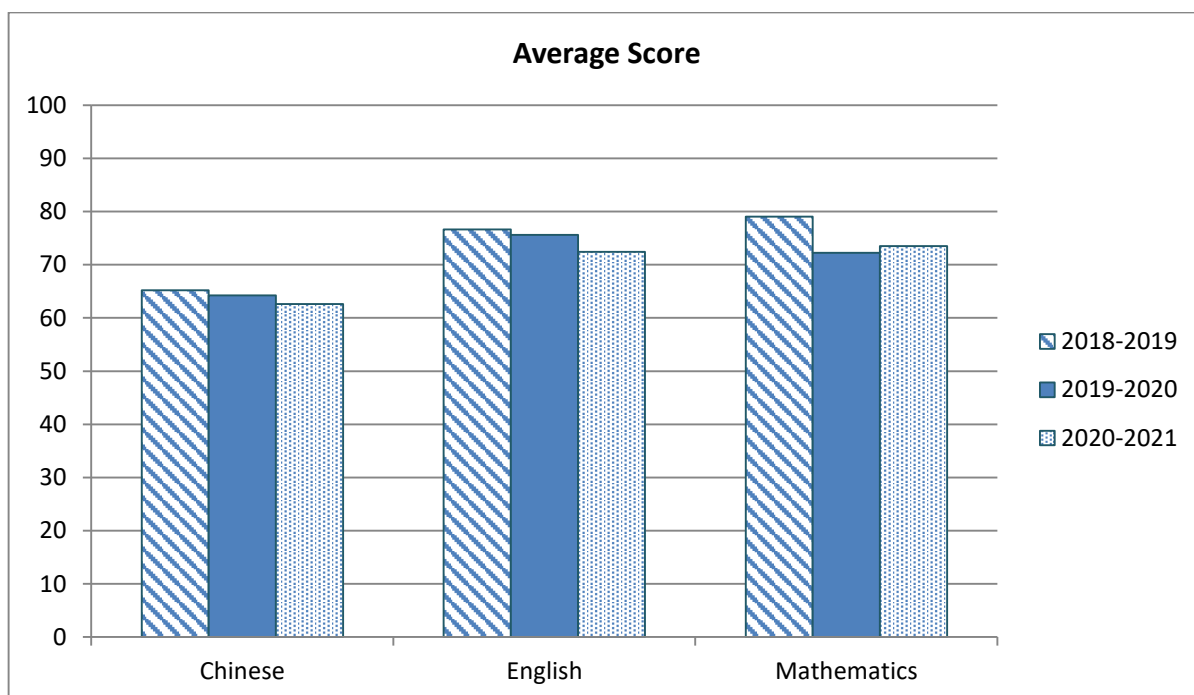


5.2 Lesson Time for the 8 Key Learning Areas, Religious & Moral Education

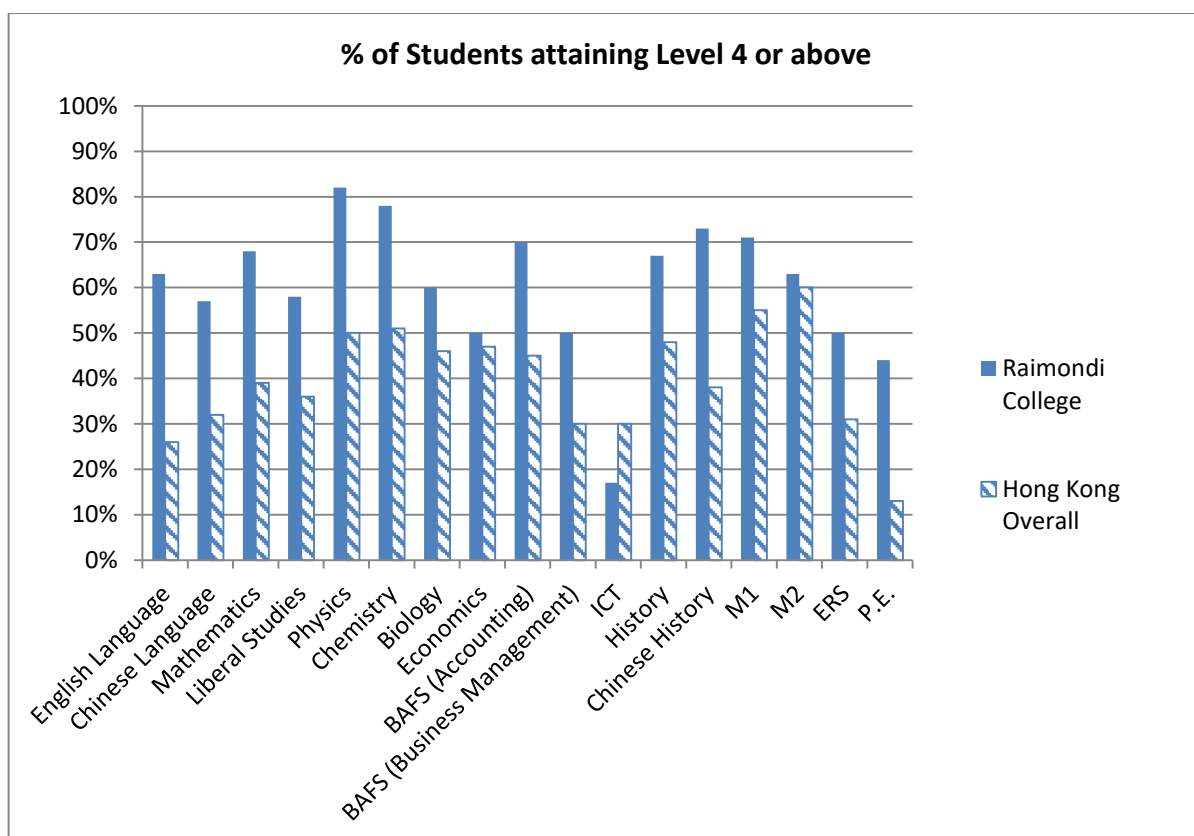


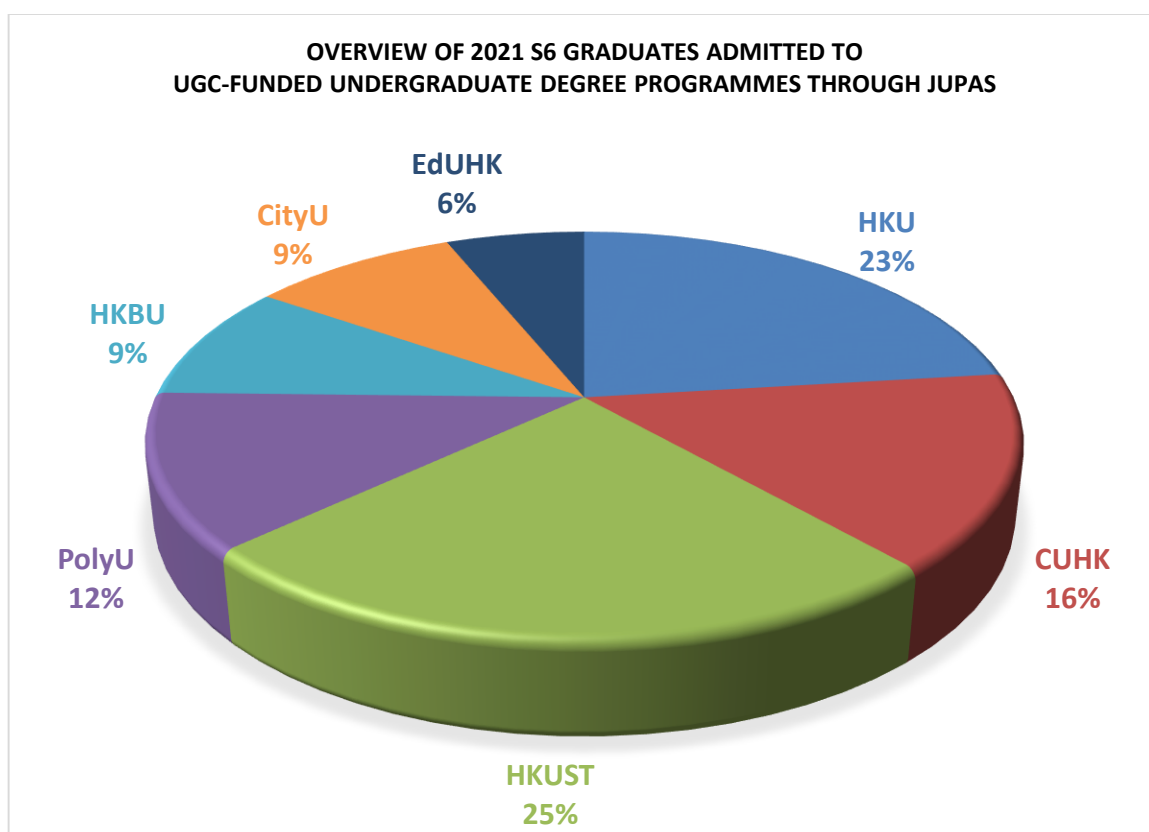
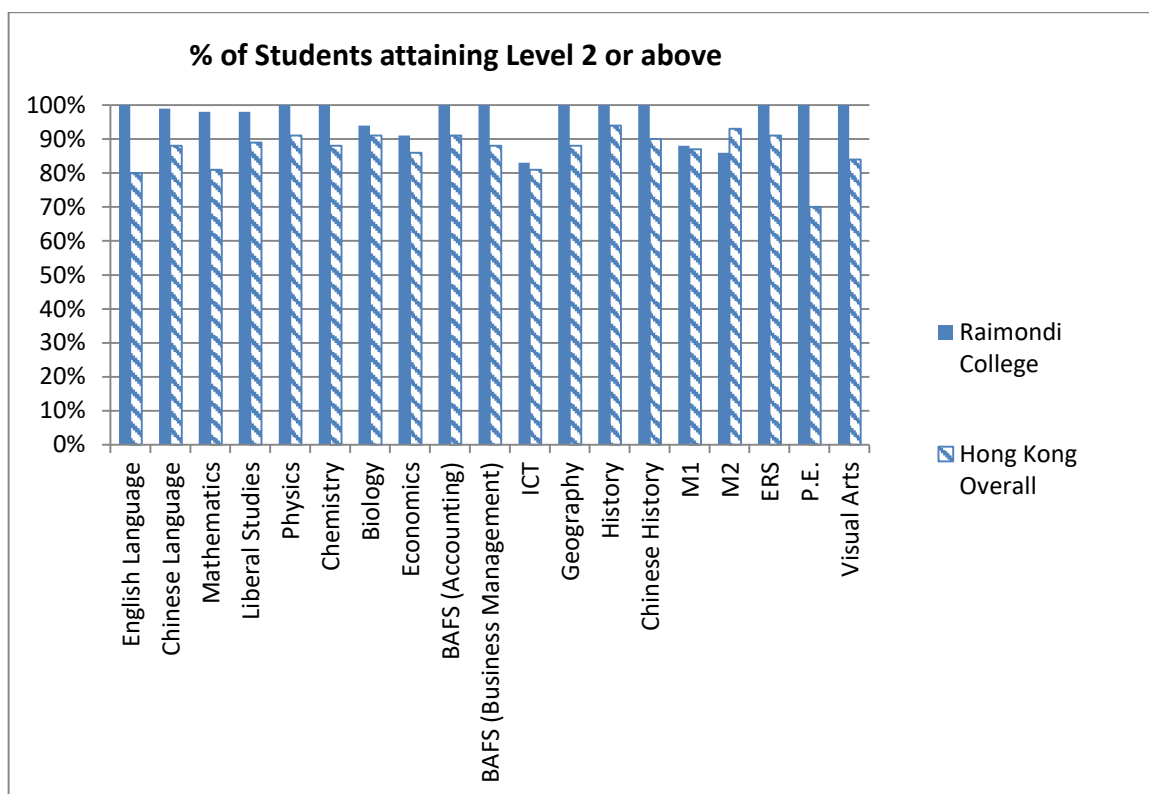
6. Student Performance

6.1 HKAT (Pre-S1)



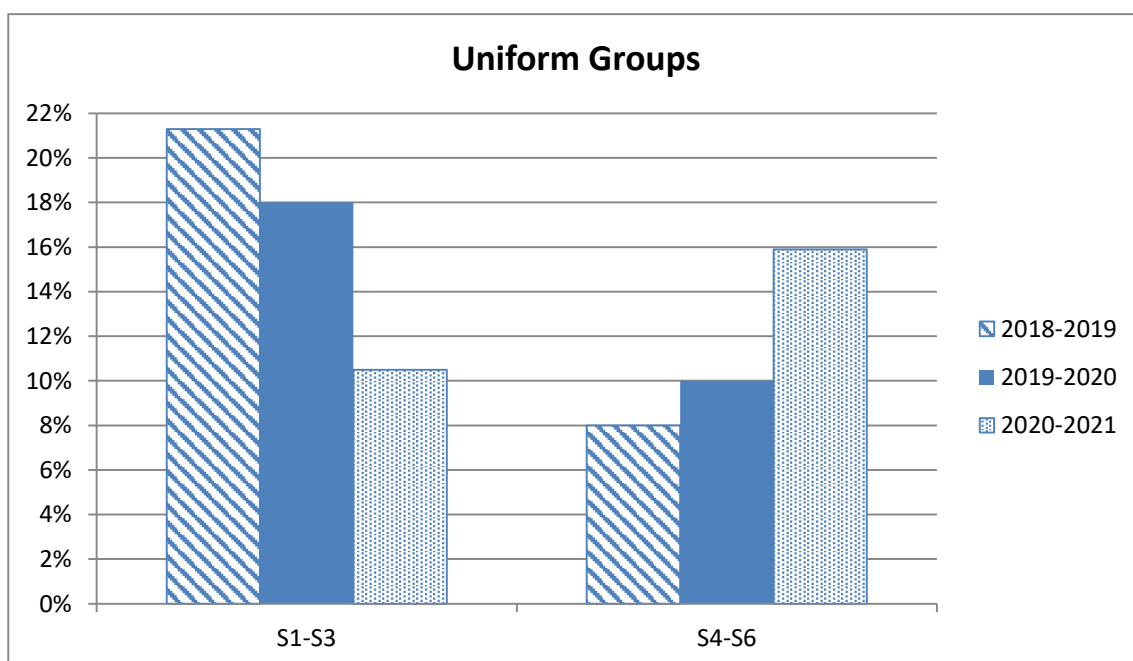
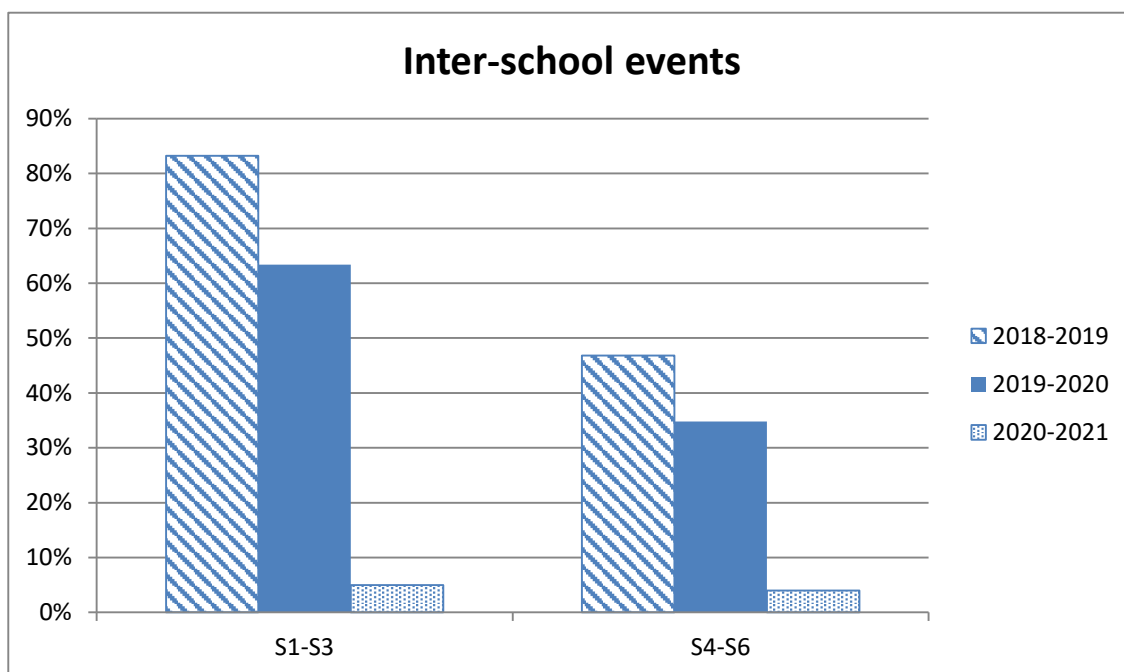
6.2 2021 Hong Kong Diploma of Secondary Education Examination





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	31
Hong Kong Schools Music Festival	60
Hong Kong Schools Speech Festival	13
Scouts	51
Hong Kong Red Cross Youth Unit 7	47



7. Staff Development

7.1 The average time spent on continuous professional development activities in 2020-2021 per teacher is 67.3 hrs.

7.2 The Staff Manual was updated. Sections on S.1 - S.6 curricular and crisis management were revised. Important amendments include the addition of the “School Policy on Preventing Sexual Harassment” and the Professional Development Framework: Professional Ladder. The manual can be accessed through the school’s intranet.

7.3 Staff development activities organized:

Staff Development Day	Date	Highlights
1 st Staff Development Day	13 November 2020	<ul style="list-style-type: none"> Ms. Chu Pui Lui delivered a talk titled “Preparation for ESR (External School Review)”. She suggested several strategies to prepare evidence-based documents, especially the PIE (planning-implementation-evaluation cycle) folders.
Join-Section Staff Development Day	13 November 2020	<ul style="list-style-type: none"> Mr. Nelson Chung, an alumnus, delivered a talk titled “Legal Matters in the School Context”. The talk focused on the school's legal liability in general and negligence in the school context as well as issues relating to complaint handling and teachers’ professional conduct.
2 nd Staff Development Day	26 March 2021	<ul style="list-style-type: none"> The SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis was conducted.
3 rd Staff Development Day	14 May 2021	<ul style="list-style-type: none"> Dr. Stanley Ho shared good practices in a workshop titled “Catering for Learner Diversity by Designing Self-Directed Learning Activities and Collaborative Lesson Planning”. The latter half of the day consisted of sharing sessions among on topics including National Security Education, Major Concerns 2021-2024 and the Catholic Diocesan Schools’ Principal Appraisal system.
Legal Talk: Daily Teaching and National Security Law	18 June 2021	<ul style="list-style-type: none"> Mr. Alex Fan, School Manager, delivered a talk on the National Security Law. Teachers from the secondary and primary sections as well as representatives of the PTA and IMC attended the event.

7.4 Professional interflow activities

- As of late 2021, teachers have spent 1722.5 hours in EDB Continuous Professional Development courses. All new teachers have completed at least one course related to the Basic Law or National Security.
- Most in-service teachers (87%) have completed at least one course related to the Basic Law or National Security.
- The Record of Staff Appraisal Interview Form was amended. An agreed course of action was added to the first part of the form.
- The appraisal cycle 2018 - 2020 was extended to the 2020 - 2021 school year. Lesson observations have been completed by 31 May 2021.

8. Evaluation Report for Capacity Enhancement Grant 2020-2021

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 activitiesStudents were awarded prizes	<u>Music Instructors / Conductors:</u> \$107,415 <u>Sports Coaches:</u> \$20,056
To support the Small Class Teaching Scheme	To employ teachers to support the Small Class Teaching Scheme	The Small Class Teaching Scheme paved way for a more interactive classroom with more feedback and attention to students	<u>2 English Language Teachers:</u> \$554,430

Total Expenditure: \$681,901

9. Evaluation Report for Diversity Learning Grant 2020-2021

Programme Title	Objective	Target	Duration	Deliverable	Evaluation	Expenditure
Chinese Language enhancement programme	To enhance students' examination skills in HKDSE	<ul style="list-style-type: none"> • 25 students • S5 students • Nominated by Chinese teachers 	<ul style="list-style-type: none"> • September – October 2020 	<ul style="list-style-type: none"> • Students' examination skills facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could manage their examination skills 	\$18,000
Training course on Chinese debate	To enhance students' skills in debate	<ul style="list-style-type: none"> • 10 students • S4-5 students • Nominated by Chinese teachers 	<ul style="list-style-type: none"> • September – December 2020 	<ul style="list-style-type: none"> • Students' debating skills facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could manage their debating skills 	\$10,000
Training course on Chinese public speaking	To enhance students' skills in public speaking	<ul style="list-style-type: none"> • 10 students • S4 students • Nominated by Chinese teachers 	<ul style="list-style-type: none"> • November – December 2020 	<ul style="list-style-type: none"> • Students' public speaking skills facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could manage their public speaking skills 	\$9,000
Training course on English debate	To enhance students' skills in debate	<ul style="list-style-type: none"> • 10 students • S4-5 students • Nominated by English teachers 	<ul style="list-style-type: none"> • November 2020 	<ul style="list-style-type: none"> • Students' debating skills facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could manage their debating skills 	\$3,900
Workshops on English drama	To train students on script-writing and drama performance in English	<ul style="list-style-type: none"> • 30 students • S4 students • Nominated by English teachers 	<ul style="list-style-type: none"> • October 2020 – May 2021 	<ul style="list-style-type: none"> • Students' scripting-writing and drama performance skills enhanced 	<ul style="list-style-type: none"> • The attendance was high • Students' script and performance in English drama were well-received by the audience 	\$10,800
Tutorial Service for English Language Star programme	To enhance students' examination skills in HKDSE	<ul style="list-style-type: none"> • 10 students • S6 students 	<ul style="list-style-type: none"> • October – December 2020 	<ul style="list-style-type: none"> • Students' examination skills facilitated 	<ul style="list-style-type: none"> • The attendance was high • Students could manage their examination skills 	\$2,0000
Robo Master EP Training (STEM Club)	To train students' coding skills	<ul style="list-style-type: none"> • 5 students • S4-5 students • Nominated by ICT teachers 	<ul style="list-style-type: none"> • January 2021 	<ul style="list-style-type: none"> • Students' coding skills enhanced 	<ul style="list-style-type: none"> • The attendance was high • Students could manage their coding skills 	\$7,000
Drawing & Painting Course	To improve students' drawing & painting skills	<ul style="list-style-type: none"> • 10 students • S4-5 students • Nominated by Art teacher 	<ul style="list-style-type: none"> • July 2021 	<ul style="list-style-type: none"> • Students' drawing and painting skills improved 	<ul style="list-style-type: none"> • The attendance was high • Students' drawing and painting skills improved 	\$600

Total Expenditure: \$61,300

10. Evaluation Report for Life-wide Learning Grant 2020-2021

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses ^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students’ potential and nurturing in students positive values and attitudes												
1	成立中外文化學會，藉舉行展覽、講座、話劇及參觀等活動介紹 1945-1997 香港民生百態。	中國歷史	全年	全校	全校學生	1. 展示中國歷史海報 2. 短片宣傳 3. 線上中國文化問答比賽	\$ 6,848	E1 E7		✓			

2	S3 Post-examination activities (Sports Explorer Day)	Physical Education	July 2021	S3	130	S3 students visited the South China Athletics Association and participated in Kinball, Air Badminton, Light Volleyball and Golf	\$28,310	E1 E5			✓		
3	A course on Unmanned Aerial Vehicle programing and participation in open competitions	STEM	Jul – Dec 2021	S1-S3	350	The course will be delivered to junior form students Talented students will be selected	\$34,598	E1 E7 E8	✓				
4	Career aspiration program for S5 and S6 students	Career	Jan 2021	6	110	The program was completed A DISC Profile was provided for S6 students which could	\$6,400	E1 E8					✓

						help them make choices in further studies							
5	Subsidy for students to participate in Outward Bound Leadership Training	Leadership Training	Sept 2021	S4	115	115 S4 students participated in a 4-day training course from 2 to 5 September 2021 Participants will submit training logs and share their experience during a hall assembly	\$321,300	E1 E5 E6			✓	✓	
6	Classes on painting and drawing on medium other than paper	Visual Arts	Jan – Aug 2021	S3-S6	30	A Mural Painting Project on G/F, 5 /F and 8/F was completed The project included painting	\$100,000	E1 E5 E7 E8			✓		

						workshops and painting activities for Art Club members							
7	Activities for students to plant and to decorate the school campus	Visual Arts	Jan –Aug 2021	S3-S6	50	The activity was completed Students decorated the corridor on 5/F with plants to beautify the campus	\$45,000	E1 E5 E7 E8			✓		
8	Courses on Hydroponic to foster students' interest in STEM development and to broaden their horizon in greening of the school environment	STEM	Aug – Dec 2021	S1-S4	30	The device was installed on 8/F Courses will be in the 2021/22 school year	\$49,900	E1 E7 E8	✓				
				Expenses on Item 1.1			\$592,356						

1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1													
2													
3													
4													
5													
						Expenses on Item 1.2		0					
						Expenses for Category 1							

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Smart ropes x 850	Physical Education	To organize regular rope skipping activities and competitions throughout the school year in order to improve students' participation in physical activities	\$96987.50
2	Equipment for the film making and video production course	VPC	To help develop students' video production and editing skills To produce videos for school activities	\$23,950

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses
	(DSLR and digital video recorder)			
3	Equipment of product design and laser cutting course	STEM	To help develop students' creativity and problem solving skills in the field of technology	\$49,480
			Expenses for Category 2	\$170,417.50
			Expenses for Categories 1 & 2	\$762773.50

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

Code for Expenses

- | | | | |
|----|---|----|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E2 | Transportation fees | E7 | Purchase of equipment, instruments, tools, devices, consumables |
| E3 | Fees for non-local exchange activities / competitions (students) | E8 | Purchase of learning resources (e.g. educational softwares, resource packs) |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers) | E9 | Others (please specify) |
| E5 | Fees for hiring expert / professionals / coaches | | |

Category 3: Number of Student Beneficiaries

Total number of students in the school:	751
Number of student beneficiaries:	751
Percentage of students benefitting from the Grant:	100%

Contact Person for LWL (Name & Post): Mr. W. Y. Yau, ECA Master

11. Report on Non-Chinese Speaking Student Grant

加強支援非華語學生的中文學與教 學校報告 (2020/21學年)

[須於2021年11月30日或之前提交]
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)

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2020/21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2020/21學年的總結報告已獲校董會通過。
- ☒ 本校2020/21學年的總結報告已獲法團校董會通過。
- ☐ 本校2020/21學年的總結報告已獲學校管理委員會通過。

現將有關要點，闡述如下：

(一)實施「學習架構」的整體情況

1. 本校透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，從第二語言學習者的角度，幫助非華語學生有系統地學習中文，以提高他們的學習效能。具體措施包括：

- (i) 教師培訓方面，在全校 5 名教授非華語學生的中文科教師當中，已有 5 名曾在2020/21學年接受相關培訓：(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：

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。

- (iii) 在校本專業支援方面：

☐ 本校在2020/21學年已參加由教育局專業人員/大學/其他專業機構提供的校本支援服務

☒ 正如本校在學期初提交的「學校計劃」所述，本校在2020/21學年沒有參加相關的校本支援計劃

- (iv) 在2020/21學年，我們已透過以下校本安排，提升教師教授非華語學生中文的專業能力：(可選多於一項)

☐ 同儕觀課(每週/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(請說明)：

2. 課程/教材發展方面，在2020/21學年，本校採用以下策略：(可選多於一項)

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

☒ 根據「學習架構」發展校本教材，共 20 單元，涵蓋的年級：
中一、中二、中三、中四、中五

☒ 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》(適用於小三及小四非華語學生)

☐ 申請優質教育基金撥款，發展校本課程/教材，或推展其他支援非華語學生學習中文的項目(計劃名稱)：

☐ 其他(請說明)：

3. 由於中文科的學習內容蘊含中華文化、品德情意等元素，在2020/21學年，本校透過以下學習/活動模式，幫助非華語學生認識中國傳統文化，提升他們學習中文的成效：(可選多於一項)

☒ 將有關文化元素(例如：較淺易的文學作品、歷史/成語故事等)融入課堂教學

☐ 因應中國傳統節日(例如：農曆新年、中秋節等)舉辦相關活動

☐ 舉辦有關體藝培訓班(例如：醒獅、中文話劇、書法等)

☒ 其他(請說明)：非華語學童書法比賽

4. 在推行多元**密集中文學習模式**方面：【有關資料由系統從學校計劃(2020/21學年)第8項匯入】

- (i) ☒ 本校大致按照提交的「學校計劃(2020/21學年)」所述，安排了
- ☒ 抽離學習 ☐ 小組學習 ☐ 增加中文課節
- ☐ 協作教學 ☐ 跨學科中文學習 ☒ 課後支援
- 其中 抽離學習 (密集中文學習模式)

對幫助非華語學生學習中文最為有效，原因是：
可針對非華語學生水平調適課程

- (ii) ☐ [如2020/21學年推行的密集中文學習模式與提交的學校計劃(2020/21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、校園小記者、朗誦、徵文比賽)，包括：

活動名稱 主辦機構 表現(例如：獎項)

☐ 其他(請說明)：

6. 整體而言，在2020/21學年的加強支援下，本校非華語學生在中文學習方面，參照「學習架構」的學習成果，具體來說：

閱讀方面	表現	請以文字描述其表現
初中：	<input type="checkbox"/> 有明顯進步	<u>能理解閱讀材料的內容大意</u>
	<input checked="" type="checkbox"/> 略有進步	
	<input type="checkbox"/> 沒有進步	
	<input type="checkbox"/> 沒有非華語學生	
高中：	<input type="checkbox"/> 有明顯進步	<u>能理解閱讀材料的內容大意</u>
	<input checked="" type="checkbox"/> 略有進步	
	<input type="checkbox"/> 沒有進步	
	<input type="checkbox"/> 沒有非華語學生	

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寫作方面	表現	請以文字描述其表現
初中：	<input type="checkbox"/> 有明顯進步	<u>能就熟悉事物寫文章</u>
	<input checked="" type="checkbox"/> 略有進步	
	<input type="checkbox"/> 沒有進步	
	<input type="checkbox"/> 沒有非華語學生	
高中：	<input type="checkbox"/> 有明顯進步	<u>能根據需要確定內容,內容切題,大致完整</u>
	<input checked="" type="checkbox"/> 略有進步	
	<input type="checkbox"/> 沒有進步	
	<input type="checkbox"/> 沒有非華語學生	
聽說方面	表現	請以文字描述其表現
初中：	<input type="checkbox"/> 有明顯進步	<u>能理解話語中的主要信息,能簡單描述熟悉的事物</u>
	<input checked="" type="checkbox"/> 略有進步	
	<input type="checkbox"/> 沒有進步	
	<input type="checkbox"/> 沒有非華語學生	
高中：	<input type="checkbox"/> 有明顯進步	<u>能理解話語內容,能圍繞話題表達法</u>
	<input checked="" type="checkbox"/> 略有進步	
	<input type="checkbox"/> 沒有進步	
	<input type="checkbox"/> 沒有非華語學生	

7. 本校認為非華語學生在加強支援下，有較明顯的進步。如有，請分享學校有效的教學策略、行政安排、或一至兩名非華語學生的成功個案。如沒有，請分析非華語學生的困難和難點，並計劃在教學策略、行政安排上如何調適以改善有關情況：

抽離班讓老師能照顧學生的學習需要,調適課程,照顧學習多樣性,有助學習

學校報告

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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2020/21學年，非華語學生的中文學習表現，大致可劃分為以下情況：

	非華語學生人數
(a) 全校非華語學生總人數	(a) 23 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) 23 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	(23 名)
	[(a) = (b)+(c)]

[註：非華語學生若只在部分中文課堂抽離學習，在部分中文課堂則與華語同儕同班，學校可按大部分的課堂節數安排把他們歸類為(b)或(c)項]

(d) 其他（請說明）：

9. 綜合而言，從校本情況考慮，在2020/21學年約有 0 名非華語學生已銜接主流中文課堂。

另外，約 13 名非華語學生預計可望在2021/22學年或隨後數年內銜接主流中文課堂：

1年內（2021/22學年內）：	0 名
1至2年（2022/23學年內）：	0 名
2至3年（2023/24學年內）：	0 名
3至4年（2024/25學年內）：	6 名
多於4年（2025/26學年或之後）：	7 名

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

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

- (a) 一般而言，本校安排高中非華語學生修讀 / 應考以下課程 / 考試，以獲取中國語文科資歷：（只適用於中學，可選多於一項）

中國語文科課程 / 公開考試 (請選✓)

(i) 香港中學文憑（中國語文科）考試 ☐

其他中國語文科資歷

(ii) 香港中學文憑考試（乙類）：應用學習中文（非華語學生適用）課程 ☐

國際認可的中文資歷²

(iii) 綜合中等教育證書(GCSE) ☒

(iv) 國際普通中學教育文憑(IGCSE) ☐

(v) 普通教育文憑高級補充程度(GCE AS-Level) ☐

(vi) 普通教育文憑高級程度(GCE A-Level) ☐

- ☒ 本校不會安排任何非華語學生修讀或報考(i)或(ii)項，原因是：

本校所有非華語學生暫時仍未能銜接主流中文課堂，未有能力應考香港中學文憑（中國語文科）考試

- ☒ 本校安排所有非華語學生只修讀或報考(iii)及 / 或(iv)項，原因是：

本校所有非華語學生的中文水平只達GCSE程度

² 對於非華語學生，教育資助委員會資助院校會在特定情況下，接納其他中國語文科考試的資歷，包括上述國際認可的中文資歷考試。特定情況是指：（甲）學生在接受中小學教育期間學習中國語文少於六年時間；或（乙）學生在學校學習中國語文已有六年或以上時間，但期間是按一個經調適並較淺易的中國語文課程學習，而有關的課程一般並不適用於其他大部分在本地學校就讀的學生。

(b) 在2020/21學年，本校因應高中非華語學生的中文學習表現和需要，計劃 / 安排他們修讀 / 應考中國語文科課程 / 公開考試的具體情況如下：(只適用於中學)

	年級及人數		
	中四	中五	中六
在2020/21學年就讀中四至中六的非華語學生人數	3	6	0
(i) 已參加 / 計劃參加香港中學文憑 (中國語文科) 考試：			
(ii) 在2020/21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)	3	6	0
• 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：	3	6	0

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

(iv) 其他 (請說明)：

[註：部分非華語學生或會因應其學習進程，修訂他們的選擇。]

(二) 建構共融校園

11. 在2020/21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³，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：) 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：
- ☐ 聘請不同種族的助理，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 (請說明)：

³ 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，所有獲額外撥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2020/21學年，本校與非華語學生家長的溝通 大致良好；而非華語學生的上課出席情況 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 <input type="checkbox"/> 其他 (請說明)：
連續15至30個上課日		
連續多於30個上課日		

(三) 撥款的運用

16. 本校在2020/21學年所獲的額外撥款為:(A) 800,000 元, 在2019/20學年完結時, 有關撥款的累積餘額為:(B) 0 元(如適用)⁶。本校在2020/21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及以下項目及開支的資料由系統從學校計劃(2020/21) 匯入】

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 ⁷ , 及全職教學助理 1 名 ⁷ 由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作: <input checked="" type="checkbox"/> 教師 教授非華語學生中文的額外教學工作, 每週共 51 節 <input checked="" type="checkbox"/> 教學助理 協助 / 支援非華語學生學習中文, 每週共 11.5 節 <input checked="" type="checkbox"/> 發展校本課程 / 教材 (包括電子教材), 共 20 單元 (涵蓋的年級: 中一, 中二, 中三, 中四, 中五), 每週 2 節 <input type="checkbox"/> 共同備課 (年級: _____), 每週 _____ 節 <input type="checkbox"/> 建構共融校園 <input type="checkbox"/> 安排共融活動, 每週 _____ 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 type="checkbox"/> 其他相關工作 (請說明): _____	教師薪金總計: 661,500 元 ⁸ 教學助理薪金總計: 138,500 元 ⁸
<input type="checkbox"/> 聘請全職不同種族的助理 _____ 名 ⁷ , 主要負責以下工作: <input type="checkbox"/> 與非華語學生家長溝通, 翻譯學校通告 / 其他資料, 協助講解學校政策及行政安排等 <input type="checkbox"/> 於中文課堂及 / 或課後支援入班協作, 每週 _____ 節 <input type="checkbox"/> 協助教師安排共融活動 <input type="checkbox"/> 其他 (請說明): _____	不同種族的助理薪金總計: _____ 元 ⁸

⁶ 2019/20學年完結時有關撥款的累積餘額與學校有關學年經審核同年帳目有關撥款的餘款數額一致。

⁷ 教職員的人數以職位計算, 負責上述有關的教職 / 工作應與學校一般全職教職員的教職 / 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。

⁸ 學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校其他資源支付, 請在第18項補充其他相關資料。

項目	全年實際開支									
<input type="checkbox"/> 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 type="checkbox"/> 購買 / 發展教學資源 (請簡述有關資源及其用途): 資源 _____ 用途 _____	_____ 元									
<input checked="" type="checkbox"/> 建立文化共融的學習環境: <input type="checkbox"/> 僱用翻譯服務以翻譯通告、網頁資訊或信件 (請簡述服務內容): _____ <input type="checkbox"/> 僱用專業服務以舉辦共融活動 (請簡述服務內容): _____ <input checked="" type="checkbox"/> 由學校籌辦與建構共融校園相關的活動 2 項 (請提供各項活動的名稱、主要內容及實際開支): <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>參觀活動</td> <td>了解本地及中國文化</td> <td>0</td> </tr> <tr> <td>非華語學童校友分享 (如學習的難處, 學習心得, 升學及就業情況)</td> <td>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>0</td> </tr> </tbody> </table>	活動名稱	內容	開支 (元)	參觀活動	了解本地及中國文化	0	非華語學童校友分享 (如學習的難處, 學習心得, 升學及就業情況)	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。	0	0 元
活動名稱	內容	開支 (元)								
參觀活動	了解本地及中國文化	0								
非華語學童校友分享 (如學習的難處, 學習心得, 升學及就業情況)	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。	0								

項目	全年實際開支
<input type="checkbox"/> 其他相關開支 (請說明) :	_____ 元
全年實際總開支=	800,000 元(C)
2020/21學年的累積結餘 [(A)+(B)-(C)]=	0 元(D) ⁹
2020/21學年的累積結餘佔該學年額外撥款的百分比 [(D)÷(A)×100%]=	0 %

⁹ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積結餘款不可超過該學年所獲撥款的總額，任何超出上限的結餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的結餘款。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的結餘款會在財政年度完結時予以取消。

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

原因：

改善建議：

17. 本校會將撥款的累積結餘 _____ 0.00 _____ 元(如適用)，於下學年繼續支援本校的非華語學生。(請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排)

18. 本校 _____ 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：
本校使用「堂費」中的\$186727去補貼教學助理薪金的不足，因此結餘為\$0

(四)總結

19. 在2020/21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 不 彰	完 全 無 效
(i) 提升教師教授非華語學生的專業能力	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 發展校本課程 / 教材及使用和調適配套資源	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 根據非華語學生使用《評估工具》的結果，按「學習架構」為他們訂定適切的學習目標	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) 推行密集中文學習模式 (例如：抽離學習、小組學習、增加中文課節、跨學科中文學習、課後支援等)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) 增強非華語學生的學習動機及信心，並改進其學習表現	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) 加強與非華語學生家長的溝通	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vii) 建構共融校園	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(viii) 其他 (請說明) : _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

本校會參考2020/21學年的經驗，並就非華語學生的中文學習表現，擬備2021/22學年的支援計劃。

20. 本校已檢視過去數年為非華語學生安排的校本支援措施，措施的成效總結如下：

[適用於過去獲提供80萬至150萬元額外撥款三年或以上的學校]

(a) 成效較顯著的校本支援措施：

(i) 加強中文學習方面：

抽離學習

(ii) 加強與家長溝通與建構共融校園方面：

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

(iii) 促進成效的主要因素：

能針對學生的需要作出適切的調整

(b) 需進一步優化的校本支援措施：

(i) 加強中文學習方面：

課後支援

(ii) 加強與家長溝通與建構共融校園方面：

學習夥伴

(iii) 需進一步優化的主要因素及改善方案：

抽離學習非華語學生與華語學生接觸較少。未來可多嘗試組織活動讓非華語學生與華語學生多接觸。

(c) 未來三年，本校加強推行有關校本支援措施的重點和方向為：

建構共融校園

(五) 餘款的運用 【只適用於在 2021/22 學年沒有獲80萬至150萬元額外撥款的學校】

本校在2021/22學年錄取少於10名非華語學生，未能繼續獲80萬至150萬元額外撥款。本校會善用2020/21學年額外撥款的餘額（_____元）作以下用途：

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

(六) 其他 (如有需要, 可填寫其他補充資料) :

因疫情關係, 原訂由學校籌辦的與建構共融校園相關的活動取消。

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

校監簽署	:	
校監姓名	:	李崇德
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	:	2021 年 9 月 21 日

12. Financial Summary

	INCOME	EXPENDITURE
I. GOVERNMENT FUNDS		
• Admin Grant (including additional CA)		
Salaries for non-teaching staff (administrative officers /clerks and workmen)	\$3,697,680.00	\$3,804,760.00
• Capacity Enhancement Grant		
(Salaries for additional staff, purchase of remedial teaching service and hire of coaches/trainers)	\$638,461.00	\$681,901.00
• Composite IT Grant	\$490,804.00	\$502,155.00
• Daily running cost (including utility charges, cleaning services, postage, transportation, printing, consumables, maintenance, furniture and equipment, etc.)	\$2,036,876.42	\$1,780,031.56
• Life-wide Learning Grant	\$1,166,106.00	\$759,118.50
• Non-Chinese Speaking Student Grant	\$800,000.00	\$986,727.00
• Other Grants (including Air-conditioning Grant and Lift Maintenance, etc.)	\$518,299.00	\$223,486.00
• Promotion of Reading Grant	\$62,414.00	\$86,840.27
• Senior Secondary Curriculum Support Grant	\$770,400.00	\$858,720.00
II. SCHOOL FUNDS (GENERAL FUNDS):		
• Tong Fai	\$1,025,255.60	\$1,034,652.88
• Donations	\$555,000.00	\$540,206.00
	<u>\$11,761,296.02</u>	<u>\$11,258,598.21</u>

Prepared by:

Endorsed by:

Mr. Larry Yeung S.T.
Principal

Mr. Peter S. T. Lee
Supervisor

Date: 8 October 2021