



高主教書院

Raimondi College

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**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 quest of 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 staff experience the spirit of love and the teachings of the Gospel both through the curriculum and school life.

**School Information**

Supervisor / Chairman of School Management Committee	Mr. Peter S.T. Lee (BBS, JP)		
Principal (with Qualifications / Experiences)	Ms. Lo Wing Kum (B.A. (Hons), Dip Ed. (Distinction), M. Ed. (HKU))		
School Type	Aided	Co-ed	
School Motto	IN CONSTANTIA FORTITUDO		
Name of Sponsoring Body	The Catholic Diocese of Hong Kong		
Area Occupied by the School	About 10000 Sq. M	Religion	Catholicism
Parent-Teacher Association	Yes	Old Students' Association / School Alumni Association	Yes

**Information of Teaching Staff (including School Head)**

Total number in the establishment	46	
Total number of teachers in the school	57	
Qualifications and professional training (% of Teachers)		
Teacher Certificate / Diploma in Education	100%	
Bachelor Degree	44%	
Master / Doctorate Degree or above	56%	
Special Education Training	16%	
Work Experience (% of Teachers)		
0 - 4 years	5 - 9 years	≥10 years
19%	19%	62%

**Subjects offered (2015/2016)**

S.1 - S.3	Chinese as the medium of instruction	Chinese Language; Chinese History; Putonghua; Religious Studies
	English as the medium of instruction	English Language; Mathematics; Integrated Science; Computer Literacy; History; Geography; Life and Society (S1 & S2); Economics and Finance (S3); Music; Visual Arts; Physical Education
	Adopt different medium of instruction by class or by group / school-based curriculum	-
S.4 - S.6	Chinese as the medium of instruction	Chinese Language; Liberal Studies; Chinese History; Ethics and Religious Studies
	English as the medium of instruction	English Language; Mathematics; Biology; Business, Accounting and Financial Studies; Chemistry; Physics; Economics; Information and Communication Technology; Geography; Music; History; Visual Arts; Physical Education
	Adopt different medium of instruction by class or by group / school-based curriculum	-

## Proposed Subjects (2016/2017)

S.1 - S.3	Chinese as the medium of instruction	Chinese Language; Chinese History; Putonghua; Religious Studies; Moral & Civic Education
	English as the medium of instruction	English Language; Mathematics; Integrated Science; Computer Literacy; History; Geography; Life and Society (S1 & S2); Economics and Finance (S3); Music; Visual Arts; Physical Education
	Adopt different medium of instruction by class or by group / school-based curriculum	-
S.4 - S.6	Chinese as the medium of instruction	Chinese Language; Liberal Studies; Chinese History; Ethics and Religious Studies
	English as the medium of instruction	English Language; Mathematics; Biology; Business, Accounting and Financial Studies; Chemistry; Physics; Economics; Information and Communication Technology; Geography; History; Visual Arts; Physical Education
	Adopt different medium of instruction by class or by group / school-based curriculum	-

## Class Structure & Chargeable Fees (2015/2016)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	\$170	\$170	\$170	\$470	\$470	\$470
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	-			Incidentals	-	
Charges for Specific Purposes	\$300					
Other Charges	-					
Remarks	Small class teaching is adopted to promote interactive learning. The four classes in each of S1 and S2 are split into five classes.					

## S.1 Admission, Orientation Activities & Healthy School Life

<p><b>Secondary One Admission</b></p> <p>Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S1 in September 2016). Admission Criteria and Weightings for Secondary One (S1) Discretionary Places: Discretionary Places Rank Order: 50%; Interview performance: 30%; Conduct:10%; Prizes &amp; extracurricular activities:10%.</p>
<p><b>Orientation Activities and Healthy Life</b></p> <p>To enhance the English abilities of S.1 students and their abilities to master fundamentals of learning, our school provides S.1 students with Oxbridge Bridging Courses of English. We also organize S.1 Orientation Day and S.1 Parents' Meeting to help students build an active school life.</p>

## School Characteristics

### School Management Organisation

#### School's Key Concerns:

To nurture a student-centred and language-rich learning environment conducive to effective learning and teaching.  
To cultivate in students the five core values of Catholic Education for their life planning.

#### School Management Organisation:

Our school has clear vision for development. Teachers support the mission and major concerns of the school. We have set clear staff appraisal objectives and established an effective appraisal system to promote professional development and accountability. Our school has also attempted successfully to conduct evidence-based and data-driven evaluations, and formulate a 3-year school development plan.

#### Incorporated Management Committee / School Management Committee/ Management Committee:

The Incorporated Management Committee has been established on 4 May 2015.

#### School Green Policy:

Mobile Apps in Use to communicate with parents.

### Learning and Teaching Plan

#### Whole-school Language Policy:

English is used as the medium of instruction except for Chinese Language, Chinese History, Putonghua, Religious Studies, Liberal Studies and Moral & Civic Education.

#### Learning and Teaching Strategies:

School curriculum goals closely align with the school's mission and aims of education for promoting students' whole-person development and preparing them for life-long learning. According to the 2004 and 2010 External School Review reports, our school performed well in teaching and learning. The effort on the differentiation and restructuring of the curriculum with the resources available was also appreciated.

Regular review is carried out by the Academic Committee to align school curriculum with the direction of the education reform and future development of society. Suitable pedagogies and assessment methods are also implemented to assist student learning according to their interest and ability. School Curriculum includes: Small class and interactive teaching (S1); 'DEAR' Reading Programme; Pull-out programme for gifted and academically disadvantaged students; Chinese: Parent-child Reading Scheme (S1 & S2); Extensive Reading Scheme; Reading Award Scheme; English: Science Research Associates (SRA) Reading Laboratory; Extensive Reading Scheme; Language Arts Class (S1-S3).

The 2007 focus inspection report on "Life-wide Learning" commended the school's efforts in the promotion of whole-person development.

#### School-based Curriculum:

1. Electives: 2X and 3X. Please refer to school website.
2. Curriculum highlights: Linkage between the junior and senior secondary curriculum to ensure smooth transition.

#### Development of Key Tasks:

1. To nurture a student-centred and language-rich learning environment conducive to effective learning and teaching
  - 1.1 Improving learning and teaching quality by infusing information technology in an interactive smaller-class setting and engaging teachers in professional exchanges with Catholic Diocesan secondary schools.
  - 1.2 Fostering students' language proficiency by inculcating students in a reading-to-learn habit and by promoting the School Library as a learning centre.
  - 1.3 Provision of pull-out programmes for gifted students, academically disadvantaged students and students with special education needs.
2. To cultivate in students the five core values of Catholic Education for their life planning
  - 2.1 Adopting a holistic approach for the cultivation of the core values, 'love' and 'family', within school.
  - 2.2 Refining and implementing the mass life-planning support programme 'My Goal, My Path' for guiding students to achieve their goals.
  - 2.3 Restructuring the informal curriculum so as to stretch students' potential to the fullest.

#### Life Planning:

We adopt the whole-school and family approach in providing Careers and Life Planning guidance through formal and informal curriculum to enable our students to achieve self-understanding and development, careers exploration; career planning and management. We aim to cultivate students with positive attitudes towards life, work, learning and their self-management skill.

We cater for individual differences and student's needs.

We equip students, teachers and parents with the tool of making use the data-based evidence and analysis in making choices for further studies.

We are privileged to have a team of well-experienced careers teachers and the harbour-viewed Careers and Life Planning Resource Centre.

We structure the Junior Careers and Life-Planning Curriculum to provide the junior students chances to gain better self-understanding and development, goal-setting and following one's dreams. Programmes catered for the students to pursue their dreams and stretch their talents will be arranged as in the CTP periods. All junior students will have visited at least three local universities and foresighted what they will like to further their studies by the end of their S.3 studies. We believe the S3 students can gain better transition support through Face-to-face consultation session by subject teachers and the early introduction of the JUPAS programmes and relevant Electives needed for the further studies.

We structure the Senior Careers and Life-Planning Curriculum to provide our senior students counselling and consultation sessions, Morale Boosting talks and events, JUPAS Mentorship Scheme, Mock-job interview and University Admission interviews, reflective construction of the Personal /Student/Careers Profile, JUPAS and Non-JUPAS, E-APPs, Multiple pathways, guidance and application, revision on the Electives and the Applied Learning; Information Day for the Release of the HKDSE, Modifications of JUPAS Programme Choices, Elite Programme, Aim High, Fly Higher Programmes, Inspirational Workshops, Summer internship and job-shadowing; Business-School Partnership Programme, Company visits; Careers Talks, joint-school activities and education tours.

### Student Support

#### Whole School Approach to Catering for Student Diversity:

In S1-S3, early detection of students' learning problems enables teachers to help students acquire appropriate study skills and restore their confidence in learning. For S4 & S5, additional resources, coupled with an action research on suitable teaching strategies, are deployed to provide small class teaching in the diverse ability classes.

#### Measures to provide adaptation for Learning and Assessment:

"Assessment for Learning" strategies with an emphasis on continuous and formative assessment are introduced to provide feedback for students to improve their learning and to reduce examination pressure.

#### Fee Remission Scheme (For schools under Direct Subsidy Scheme only):

Not Applicable

<b>Home-School Co-operation and School Ethos</b>
Home-School Co-operation: Parent-Teacher Association, workshops/seminars for parents, parent-teacher joint consultations
School Ethos: Staff, students and parents share the same vision and take pride in associating themselves with the school. Teachers are dedicated and they care about the well-being of the students. Students have a strong sense of belonging, and are supportive to one another.
<b>Future Development</b>
School Development Plan: 1. To nurture a student-centred and language-rich learning environment conducive to effective learning and teaching: <ul style="list-style-type: none"> <li>- Enhancing classroom learning and teaching effectiveness by engaging students in active, interactive and information technology supported learning;</li> <li>- Nurturing a language-rich environment to enhance students' proficiency in both Chinese and English and to implement language policy across the curriculum;</li> <li>- Addressing the needs of students with diverse learning abilities via the use of assessment data.</li> </ul> 2. To cultivate in students the five core values of Catholic Education for their life planning: <ul style="list-style-type: none"> <li>- Enriching the formal and informal curriculum to reinforce the core values of Catholic Education;</li> <li>- Launching a comprehensive life-planning programme for the provision of student support;</li> <li>- Stretching the potential of students to the fullest by revising the informal curriculum.</li> </ul>
Teacher Professional Training and Development : The school will continue to apply the concept of "Knowledge Building" to enhance teachers' capability in using inquiry-based strategies in teaching.
<b>Extra-curricular/Co-curricular Activities</b>
More than 40 items classified into 6 groups, namely, academic, interest, cultural, service, uniform and religious.
<b>School Facilities</b>
School Facilities: 57 Classrooms (twice more than ordinary school), 2 Halls, 6 Science Laboratories, 2 Computer Rooms, 1 Campus TV Studio, 1 MMLC, 1 Counselling Room, 1 Student Union Office, 1 Prefect Body Room, 1 Library, 1 Music Room, 1 Geography Room, 1 Art room, 1 Home Management Room & 1 Prayer Room; all rooms are air-conditioned and equipped with IT facilities. 1 Gymnasium, 1 Student Activity Room, 1 Social Work Room.
Facility Support for Students with Special Educational Needs: Accessible lift and Accessible toilet.
<b>Others</b>
Commencing the school year of 2014-2015, the school has launched a new policy to reduce the class size of Secondary One to 27-28 students. The innovative horseshoe seating arrangement at this level is specially designed to create conditions for an interactive classroom. The school is committed to providing an all-round education through the formal curriculum alongside the organization of regular functions and programmes. Close cooperation with parents and past students is maintained through the Parent-Teacher Association and the Alumni Association . Opinions and suggestions from various stakeholders are collected through the School Executive Committee.
<b>Direct Public Transportation to School</b>
Bus route: 12, 12M, 23, 40, 40M, 40P, 103, 93, 93A; Green Minibus: 8, 10, 10S, 22, 22S, 28, 28S, 31, 45, 56, 56A.