



高主教書院

Raimondi College

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School Mission

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)	Mr. Larry S.T. Yeung (M. Ed., B.A. (Hons))		
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	Past Students' Association / School Alumni Association	

Teaching Staff Information (including School Head) in the 2022/2023 School Year

Number of Teaching Posts in the Approved Establishment		52
Total Number of Teachers in the School		60
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		100%
Bachelor Degree		100%
Master / Doctorate Degree or above		67%
Special Education Training		25%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	>= 10 years
30%	11%	59%

Subjects Offered in the 2022/2023 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language; Chinese History; Putonghua; Religious Studies; Life Planning Education
	English as the medium of instruction	English Language; Mathematics; Integrated Science (S.1 & S.2); Physics (S.3); Chemistry (S.3); Biology (S.3); Computer Literacy; History; Geography; Life and Society; Music; Visual Arts; Physical Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	-
S.4 - S.6	Chinese as the medium of instruction	Chinese Language; Citizenship and Social Development (S.4, S.5); Liberal Studies (S.6); Chinese History; Ethics and Religious Studies; Visual Arts; Physical Education.
	English as the medium of instruction	English Language; Mathematics; Biology; Business, Accounting and Financial Studies; Chemistry; Physics; Economics; Information and Communication Technology; History; M1; M2.
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2023/2024 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language; Chinese History; Putonghua; Religious Studies; Life Planning Education
	English as the medium of instruction	English Language; Mathematics; Integrated Science (S.1 & S.2); Physics (S.3); Chemistry (S.3); Biology (S.3); Computer Literacy; History; Geography; Life and Society; 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; Citizenship and Social Development; Chinese History; Ethics and Religious Studies; Visual Arts; Physical Education
	English as the medium of instruction	English Language; Mathematics; Biology; Business, Accounting and Financial Studies; Chemistry; Physics; Economics; Information and Communication Technology; History; M1; M2; Geography
	Adopt different medium of instruction by class or by group / school-based curriculum	-

Class Structure & Chargeable Fees (2022/2023)

	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	-					
Approved Charges for Non-standard items	\$300					
Other Charges / Fees	Raimondi Alumni Association Fee \$100 (S.6)					

Remarks

Small class teaching is adopted to promote interactive learning. The four classes in each of S.1 and S.2 are split into five classes. S.3 - S.6 split classes in core subjects.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
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 S.1 in September 2023). Admission Criteria and Weightings for Secondary One (S.1) Discretionary Places: Discretionary Places Rank Order: 40%; Interview performance: 30%; Conduct: 10%; Awards & extracurricular activities: 10%; Association with our school/Religion 10%.
Orientation Activities and Healthy Life
To enhance the English competency of S.1 students and their abilities to master the fundamentals of learning, our school provides S.1 students with Bridging Courses. We also organize S.1 Orientation Camp, S.1 Orientation Day, S.1 Adaptation Programme, You Jump I Jump Programme, Service-learning Programme and S.1 Parents' Meeting to help students build an active school life.

School Characteristics
School Management
School's Major Concerns: <div>1. To reinforce self-regulated learning in a blended approach for enhanced learning effectiveness. 2. To nurture students to be responsible citizens and leaders through values education programmes and experiential learning.</div>
School Management Organisation: <div>Our school has a 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.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>The Incorporated Management Committee was established on 4 May 2015.</div>
School Green Policy: <div>1. T5 fluorescent lamps as well as LED corridor lighting system and exit light boxes are in place to replace devices that are more energy-consuming. 2. Karl Hall’ s roof is covered with solar insulation coating. Solar window film is applied to a number of windows to increase the energy utilization efficiency of the air-conditioning systems. 3. Mobile Apps is in use for communication with parents to reduce the need for printed circulars. 4. Google Classroom is adopted for communication with students in an attempt to reduce printed worksheets. 5. Solar panels are installed on Blk B roof.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>English is the medium of instruction except for Chi. Lang., Chi. Hist., Putonghua, Religious Studies, Liberal Studies (S.6) / Citizenship and Social Development (S.4-S.5) and Life Planning Education.</div>
Learning and Teaching Strategies: <div>Since 2014-2015, small class teaching scheme has been launched to reduce the class size to about 26 students in S.1-S.2. The School also arranges split classes in Chinese Language, English Language, Mathematics and Liberal Studies for S.3-S.6 students. To complement the scheme, we nurture learning communities conducive to effective interactions and knowledge co-construction by implementing current pedagogies and special seating arrangements in class. We employ Flipped Classroom and e-learning strategies to equip our students with cognitive and literacy skills in authentic and applicable contexts as well as to align learning, teaching and assessment.</div>
School-based curriculum: <div>1. Electives: 3X. Includes: Physics, Chemistry, Biology, Economics, M1, M2, Information & Communication Technology, Business, Accounting & Financial Studies, History, Chinese History, Ethics & Religious Studies, Physical Education, Visual Arts. 2. Curriculum highlights: We closely align the school curriculum goals with the school’ s mission, aims of education, the direction of education reforms, as well as future development of society, promoting students’ whole-person development and preparing them for lifelong learning. - A broad and balanced curriculum aiming at promoting students’ Learning to Learn capabilities and laying a sufficient knowledge base for further studies is designed for S.1-S.2 students. - A strong interface at S.3 with special consideration on elective choices is provided, so that students can make wiser choices in senior secondary studies. - To cater for students’ diverse needs, students can select 3 electives from a wide range of choices including extended modules in Mathematics. - Reading strategies: Drop-Everything-And-Read (DEAR) programme; subscription to online reading platforms in English and Chinese; Extensive Reading Schemes in both languages; cross-curricular reading schemes; book crossing; writer’ s talk; book exhibition; parent-child paired reading. - Curriculum highlights for English Language and Chinese Language: (1) English: Pre-S1 Bridging Course, S.1-2 Language Across the Curriculum, S.3 Musical Drama Showcase, S.5 Trade Market; (2) Chinese: Junior Secondary Writing Portfolio, school-based practical writing materials, Reading Award Scheme. - STEM education incorporates robotics, coding, 3D printing, Augmented Reality (AR) and Virtual Reality (VR) technology as well as scientific investigations into the school curriculum in a cross-disciplinary manner.</div>
Development of the Four Key Tasks: <div>1. Engaging students in active and self-motivated learning inside and outside classroom through an interactive and technology-supported learning environment. 2. Assisting students to be reflective readers and effective writers in authentic contexts across the curriculum. 3. Implementing STEM education via basic skill acquisition and inquiry-based applications. 4. Fostering character building in students through cultivating the five core values of Catholic Education (Truth, Justice, Love, Life and Family) and the five Chinese virtues (Wisdom, Justice, Integrity, Benevolence and Courtesy). 5. Developing students’ positive attributes in life, spiritual literacy and self-management skills through experiential learning in formal and informal curricula. 6. 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.</div>
Life Planning Education: <div>We adopt a whole-school approach in providing Careers and Life Planning guidance, complemented with home-school cooperation through formal and informal curricula to enable our students to achieve self-understanding and development, career exploration; career planning and management. We aim to cultivate students with positive attitudes towards life, work, learning and enhance their self-management skills. We cater for individual differences and needs. We equip students, teachers and parents with data-based evidence and analysis to make choices for further studies. We are privileged to have a team of well-experienced careers teachers and the Careers and Life Planning Resource Centre. The Junior Careers and Life-Planning Curriculum provides junior students with chances to gain self-understanding, set goals and follow one’ s dreams. Programmes catering for students to pursue their dreams and stretch their talents will be arranged in LPE periods. All junior students will have visited at least two local universities. S.3 students can gain better support through face-to-face consultation sessions with subject teachers, an early introduction of the JUPAS programmes and relevant electives needed for further studies. We structure the Senior Careers and Life-Planning Curriculum to provide senior students with counselling and consultation sessions, morale boosting talks and events, JUPAS Mentorship Scheme, mock job and university admission interviews, visits to Information Days, 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, modification of JUPAS programme choices, Elite Programme, Aim High, Fly Higher Programmes, inspirational workshops, Linking to the Career World, summer internship and job-shadowing; Business-School Partnership Programme, company visits, careers talks, joint-school activities and education tours.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>In S.1-S.3, early detection of learning challenges enables teachers to help students acquire appropriate study skills and restore their confidence in learning. For S.4 & S.5, additional resources, coupled with action research on suitable teaching strategies, are deployed to provide small class teaching in diversely-abled classes. Pull-out programmes are conducted for students displaying aptitudes in languages, mathematics and science to further enhance their knowledge and skills in the corresponding fields. Gifted Education policy is executed to identify talented students for pull-out programmes and competitions in English and Chinese Languages, Mathematics and Science.</div>
Whole School Approach to Integrated Education: <div>Support provided for students with special educational needs and learning diversity: • The Support team for students with special educational needs is led by the SENCO. Members include guidance teachers, 1 educational psychologist, 2 social workers and 1 teaching assistant. • Guidance prefects will assist the S.1, S.2 students with learning diversity twice a week during lunch time. • Social skills training and speech therapy services will be offered to help students with special educational needs. • To support students with special educational needs, teachers will receive professional training as required by the EDB.</div>
Education Support for Non-Chinese Speaking (NCS) Students: <div>Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising cultural integration activities.</div>
Measures to provide adaptation for Learning and Assessment:

"Assessment for Learning" strategies with an emphasis on continuous and formative assessments are introduced to provide feedback for students to improve their learning and to help relieve stress.

Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association, workshops/seminars for parents, sunshine calls, parent-teacher joint consultations, Weekend Connect, online cooking class, Recycle of school uniform, Community Outreach Programme.
School Ethos: Staff, students, parents and alumni share the same vision and take pride in associating themselves with the school. Teachers are dedicated and committed to the well-being of students. Students have a strong sense of belonging and are supportive of one another.
Future Development
School Development Plan: 1. To reinforce the self-regulated learning of our students in a blended learning environment to boost their learning effectiveness. 1.1 Enriching the e-learning resources to better the online environment for self-regulated learning. 1.2 Enhancing students’ reading by reinforcing the reading activities in different subjects both online and offline. 1.3 Strengthening students’ problem-solving ability by immersing them in authentic STEM-related problems. 2. To nurture students to be responsible citizens and leaders through values education programmes and experiential learning. 2.1 Cultivating in students a sense of national identity as well as positive values and attitudes through enriched life planning education. 2.2 Developing students’ leadership skills and multiple talents through service to the School and community. 2.3 Encouraging students to explore opportunities for future career pathways through formal and informal curricula. 2.4 Nurturing spiritual development in students by enhancing pastoral care and practicing the essence of the Gospel.
Teacher Professional Training and Development: The school is committed to establishing a student-centred environment through the deployment of small class interaction in a language-rich setting. Professional development programmes focused on enhancing teachers’ capability in using student-centred pedagogies are offered regularly.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
More than 40 items classified into 6 groups, namely academic, interest, cultural, service, uniform and religious.
School Facilities
School Facilities: 57 Classrooms (twice of ordinary schools), 2 Halls, 6 Science Laboratories, 3 Computer Rooms, 1 School History Room, 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 SEN 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 Worker Room, Chinese and Foreign Cultural Relics Gallery, e-Learning and Innovative Teaching Exchange centre, Multi purpose room and Multi function hall.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
Since the school year of 2014-2015, the school has launched a new policy to reduce the class size of S.1 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 activities and programmes. Close cooperation with parents and alumni is maintained through the Parent-Teacher Association and the Alumni Association. Opinions and suggestions from various stakeholders are collected through the School Executive Committee.
Direct public transportation to School
Bus route: 12, 12M, 23, 40, 40M, 40P, 103, 93, 93A; Green Minibus: 8, 10, 10S, 22, 22S, 28, 28S, 31, 45, 56, 56A.