

St. Joseph's College
Non-Chinese Speaking Student Education Support Programme (Annual Plan 2024-25)

A. Aims

To strengthen the following elements through the utilization of the \$1,049,600 government grant:

- To provide more opportunities for the NCS students to merge into the community of the local students through various activities, so as to help them adapt to their school life more easily.
- To raise the Chinese standard of the NCS students for their everyday use as well as public examinations, such as DSE, GCE and GCSE.
- To enhance the ability of the NCS students in appreciating Chinese culture.

B. Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

Our school has started the Chinese programme for NCS students for more than ten years since the school year of 2008/09. The school has appointed a Chinese Language teacher to be responsible for this project and she has been looking for resources and assistance from different channels for enhancing the development of this programme. The following is the SWOT analysis of the programme:

Strengths:

1. This programme has been operating for several years. The school has accumulated teaching resources.
2. Most of the NCS students are separated from the normal Chinese Language classes and the size of the NCS students' Chinese class is no bigger than 10 students.
3. Our school has not less than 25 non-Chinese students every year, hence receiving \$1,049,600 for 2024/2025 from the EDB to help non-Chinese students learn Chinese.

Weaknesses:

1. There is a lack of comprehensive and ready-made teaching resources for NCS students in Hong Kong currently. Teachers have to design or tailor-make the teaching materials themselves, causing great burden and workload to the teachers.
2. There is great learners' diversity among the NCS students.
3. The Chinese standard of some of our NCS students has only reached primary level, causing difficulty in teaching.

Opportunities:

1. The government has provided great financial assistance to schools for NCS students in order to increase the number of teaching staff and improve teaching materials for NCS students.
2. The Education Bureau (EDB) has been providing various professional training courses and workshops to teachers who teach Chinese for NCS, enhancing their knowledge and skills in teaching.
3. Under the NSS curriculum, students have to pass the Chinese subject in GCSE/GCE/DSE in order to meet the minimum requirement of entering local universities through JUPAS. This provides higher incentives and motivation for NCS students to learn Chinese well.
4. The textbook series “Chinese Made Easy”, written by experienced Chinese teachers for non-Chinese speaking juvenile students, has been used as teaching materials for NCS students from Secondary 1 and Secondary 4 and will be used as teaching materials for NCS students from Secondary 1 to Secondary 6. The wide variety of texts of textbooks may increase the motivation to learn of the NCS students.
5. Some Chinese readers which are suitable for shared, guided or independent reading have been bought.

Threats:

1. The new teachers may not have sufficient professional training to teach Chinese as a second language for NCS students.
2. The number of NCS students being admitted to subsidized schools varies every year. With the uncertain number of students every year and the great learners' diversity, the development of long-term teaching strategies would be hindered.
3. Suitable teaching resources for NCS students are limited and the lack of good teaching and learning materials results in unclear learning objectives on the part of the students. Most of the teachers' time will be allocated to designing or tailor-making the teaching materials.
4. Surge in Hong Kong teachers quitting leads to hiring difficulties for schools in Hong Kong. It is foreseeable that the recruitment of experienced AT for NCS students will still be difficult in the near future, hindering the progress of teaching and learning, also the stability of the teaching force.

In this school year, the Education Bureau (EDB) has subsidized \$1,049,600 to support NCS students to study Chinese Language and help them integrate into local culture and community. The school has set up this year's programme plan implemented by teaching staff according to the needs of NCS students.

	Objective(s)	Strategy and Work	Process of Teaching and Learning	Implementation Time	Effectiveness Evaluation	Assessment Method(s)	Teachers Participating	Resources Required
1.	To develop NCS students' Chinese language curriculum.	NCS teachers and three assistant teachers will continue to work together in designing the school-based curriculum.	Lesson observation, use of worksheets, electronic and video teaching materials.	School Year 24-25	Students' class participation, and scores of tests and assessments	Students' test and assessment scores	Teacher: Ms Fok Annabelle Assistant Teachers: Ms Huang Vicky, Ms Lau Ada and Mr Tse Kelvin	Three Assistant teachers, course reference books and teaching materials
2.	To enhance student national identity and sense of national pride and to enhance students' interest in Chinese culture.	A Chinese cultural visit	A visit to cultural and historical site or a museum	School Year 24-25	Participating students are engaged in the activity and able to finish the worksheets.	Worksheet and teachers' observation	Teacher: Ms Fok Annabelle Assistant Teachers: Ms Huang Vicky, Ms Lau Ada and Mr Tse Kelvin	Worksheets

		Chinese cultural classes	Lantern making classes	School Year 24-25	Participating students are engaged in the activity and able to make lanterns.	Teachers' observation	Teacher: Ms Fok Annabelle Assistant Teachers: Ms Huang Vicky, Ms Lau Ada and Mr Tse Kelvin	DIY Kits
3.	To improve the academic results of the NCS students	Supplementary lessons for the NCS students who are weak at Chinese	NCS students with academic results need to attend at least one Chinese tutorial lesson once week. The NCS students will do homework and revision with the help from the assistant teacher.	School Year 24-25	Students' class participation, and scores of tests and assessments	Students' test and assessment scores	Teacher: Ms Fok Annabelle Assistant Teacher: Ms Lau Ada	An Assistant Teacher
		Supplementary lessons for the NCS students who are going to take GCE	The NCS students who are going to take GCE need to attend at least one Chinese tutorial lesson once week. The NCS students will read articles and news reports about Chinese	School Year 24-25	Students' class participation, and scores of tests and assessments	Students' test and assessment scores	Teacher: Ms Fok Annabelle Assistant Teacher: Ms Huang Vicky	An Assistant Teacher and articles and news reports about Chinese

			society with the help from the assistant teacher.					society
		Supplementary lessons for the NCS students who are going to take GSCE	The NCS students who are going to take GCSE need to attend at least one Chinese tutorial lesson once week. The NCS students will read articles and news reports about Chinese society with the help from the assistant teacher.	School Year 24-25	Students' class participation, and scores of tests and assessments	Students' test and assessment scores	Teacher: Ms Fok Annabelle Assistant Teacher: Mr Tse Kelvin	An Assistant Teacher and articles and news reports about Chinese society
		Supplementary lessons for the NCS students who are mainstream Chinese classes	The NCS students who are mainstream Chinese classes need to at least one Chinese tutorial lesson once week	School Year 24-25	Students' class participation, and scores of tests and assessments	Students' test and assessment scores	Teacher: Ms Fok Annabelle Assistant Assistant Teacher: Ms Lau Ada	An Assistant Teacher

4.	To enhance students' reading ability and reading interest.	Book reports (worksheets)	Students are required to read two Chinese books in a semester. After reading the books, students need to share their thoughts and reflections on the books with their Chinese teacher.	School Year 24-25	Participating students are engaged in reading and able to finish the worksheets.	Worksheets and teachers' observation	Teacher: Ms Fok Annabelle Assistant Teachers: Ms Huang Vicky, Ms Lau Ada and Mr Tse Kelvin	Chinese readers and worksheets
5.	To empower students to thrive in their full potential in everyday life and amid adversity.	Extra-curricular activities	All NCS students are encouraged to join at least one activity organized by clubs, societies, or Community Service Team	School Year 24-25	Students' participation and form-teachers' observation.	Teachers' observation	Teacher: Ms Fok Annabelle	ECAC and Community Service Team
6.	To increase students' exposure to Chinese culture.	Chinese painting class	After learning the Chinese culture, such as Chinese myths and Chinese legends, the NCS students create modern Chinese ink painting based on their learning	School Year 24-25	After completion of the course, NCS students can create Chinese ink painting with Chinese mythical and cultural ingredients.	Exhibition of students' works.	Teacher: Ms Fok Annabelle Assistant Teachers: Ms Lau Ada	A Chinese painting instructor

		Cantonese opera class	To learn and perform Cantonese opera.		Students can sing a song from the Cantonese opera.	Teachers' observation and marksheets from judges	Teacher: Ms Fok Annabelle Assistant Teachers: Mr Tse Kelvin	Cantonese opera instructor
7.	To help students improve the skills of writing Chinese characters.	Calligraphy foundation class	To learn and practise Chinese traditional calligraphy.	School Year 24-25	Students can write basic Chinese characters tidily.	Worksheet and teachers' observation	Teacher: Ms Fok Annabelle Assistant Teachers: Mr Tse Kelvin	Chinese calligraphy instructor
8.	To help students adapt to school life and to facilitate NCS students' integration into school life .	Learning buddy scheme	To look for peer students in the same forms that can assist newly admitted NCS students to integrate into the community of local classmates.	School Year 24-25	Students' participation and form-teachers' observation.	Teachers' observation	Teacher: Ms Fok Annabelle	Peer students

9.	To help students know more about different cultures and to promote racial inclusion in school.	An education talk on “Racial Harmony”	A guest speaker will be invited to have a talk on the topic of “Racial Harmony” for all Secondary 2 students.	School Year 24-25	1) To enhance students’ understanding of cultures of ethnic minorities. 2) To promote inclusion of people from different regional cultures and places of origin.	Evaluation Form	Teacher: Ms Fok Annabelle	A guest speaker from Race Relations Unit of Home Affairs Department
		Open day stalls, multi-cultural activities organized by the Multi-Cultural Club	NCS students are to introduce their own cultures or the cultures which they are interested in to teachers and schoolmates.		Students and teachers know more about different cultures.	Teachers’ observation and feedback from students	Teachers: Ms Fok Annabelle Assistant Teachers: Ms Lau Ada and Mr Tse Kelvin	NCS students

C. Budget

- (1) A Chinese Assistant Teacher

$$\$270,900 = (\$21500 \times 105\% \times 12 \text{ months, pt.7})$$

- (2) A Chinese Assistant Teacher

$$\$325,269 = (\$25815 \times 105\% \times 12 \text{ months, pt.10})$$

- (3) A Chinese Assistant Teacher
\$288,477 = (\$22895 x 105% x 12 months, pt.8)
- (4) Chinese choral speaking class / drama class / Cantonese Opera Class 14,000
- (5) Chinese calligraphy class \$12,000
- (6) Chinese painting class \$12,000
- (7) Supplementary Chinese class for Enhancing Reading and Speaking Skills \$20,000
- (8) Learning and Teaching materials (Teacher reference books and student readers) \$20,000
- (9) Promoting positive values through cultural diversity \$10,000
- (10) Visits and cultural activities \$5,000

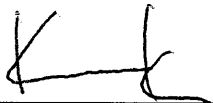
Total: \$ 977,646 (NCS Funding)

D. Teaching Staff:

Ms Fok Annabelle (Coordinator)

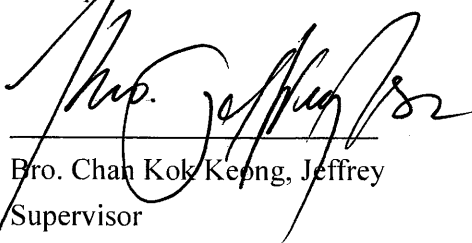
Assistant Teachers:

Ms Huang Vicky, Ms Lau Ada and Mr Tse Kelvin



Mr Kwok TM

Principal



Bro. Chan Kok Keong, Jeffrey
Supervisor