

# **St. Joseph's College**

## **Non-Chinese Speaking Student Education Support Programme**

### **Annual Report 2024-2025**

#### **(1) The School**

St. Joseph's College is committed to the holistic development of students, encompassing moral, intellectual, physical, social, aesthetic, and emotional growth. This report outlines the achievements and progress of the Non-Chinese Speaking (NCS) Student Education Support Programme for the 2024-2025 academic year, reflecting our dedication to providing a human and Christian education that allows all students to cultivate their talents and embrace their cultural heritage.

For more information, please refer to [the school's homepage](https://www.sjc.edu.hk/academic/ncsinfo/), [the Information for Non-Chinese Speaking Students](#) (url: <https://www.sjc.edu.hk/academic/ncsinfo/>) and [the Committee on Home-School Co-operation website](#).

#### **(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up**

This year, the school received a grant of \$1,049,600 from the Education Bureau as educational support for non-Chinese speaking (NCS) students. The programme's activities were aligned with the school's three Major Concerns as outlined in the Annual School Plan 2024-25.

The school's commitment to fostering an inclusive environment was recognised externally this year. We are proud to announce that the school has been commended for accomplishing its racial inclusion initiatives under the 2024/25 Racially Friendly Campus Recognition Scheme by Equal Opportunities Commission. Further testament to our staff's dedication is the "Racial Diversity & Inclusion Teacher Partner Award", which was awarded to three of our Chinese assistant teachers for their outstanding contributions by the Commission.

## Major Concern 1: Enhancing Student National Identity and Sense of National Pride through Comprehensive National Education

### Achievements

Through a dynamic blend of immersive cultural activities, traditional arts, and direct exploration, Non-Chinese Speaking (NCS) students significantly deepened their understanding of Chinese traditions and strengthened their sense of national identity. They actively engaged in cultural arts and celebrations throughout the year. A key highlight was a Cantonese Opera class, where students learned to sing *'Borrowing Arrows from an Enemy' (草船借箭)*, a famous episode from *"Romance of the Three Kingdoms (三國演義)"*, providing a unique and practical connection to classical Chinese literature and performance art. This was complemented by hands-on activities such as making paper lanterns for the Mid-Autumn Festival, writing spring couplets, and participating in a Chinese Paper Cutting workshop for Chinese New Year.

These hands-on experiences were powerfully contextualised through excursions beyond the classroom. A cornerstone of the programme was the Inland Exploration trip, which enabled Secondary 5 students to visit the Chinese mainland for a firsthand understanding of the country's culture and latest developments. This was further enriched by local excursions, most notably a guided visit to the Hong Kong Palace Museum to view the special exhibition, *"The Origins of Chinese Civilisation."* This landmark exhibition, featuring major archaeological discoveries and over one hundred priceless exhibits from fourteen institutions across the Chinese Mainland and Hong Kong, offered students a comprehensive and tangible connection to the origins and profound achievements of Chinese civilisation, bringing their cultural learning to life.

### Reflection

The multi-pronged strategy of combining hands-on cultural arts, immersive travel, and museum-based learning proved highly effective in fostering a genuine connection to Chinese culture. Experiential activities created a more profound and lasting impact than classroom instruction alone, allowing students to form a personal, tactile connection with Chinese traditions and history. The success of this approach was evident in our students' enthusiastic participation. For example, students were absorbed and engaged during the Cantonese Opera class, and they showed great joy and curiosity while making paper lanterns and eating mooncakes at the Mid-Autumn Festival. Furthermore, their engagement was clear as they eagerly learned Chinese character strokes and festive phrases when writing spring couplets. During the visit to the Hong Kong Palace Museum, students expressed deep appreciation for the Chinese civilisation exhibits in their worksheets, demonstrating a tangible link between the activity and their learning. These authentic experiences, combined with empowering students to lead initiatives such as the multicultural stalls on Open Day, were successful in fostering both cultural pride and a sense of inclusion. The external commendation from the 2024/25 Racially Friendly Campus Recognition Scheme validates the success of our whole-school approach to promoting harmony and respect.



## Feedback and Follow-up

Based on the success of these initiatives, the school will continue to build upon this effective model in the 2025-2026 academic year. A variety of hands-on cultural workshops, such as Chinese calligraphy, will continue to be offered to celebrate traditional festivals. A similar immersive cultural/history trip will also be planned to provide the next cohort of students with valuable firsthand experiences. The school will also continue to empower students to lead Chinese cultural activities, as this approach not only develops their leadership skills but also deepens their interest in and connection to traditional Chinese culture and their sense of national identity.

## Major Concern 2: Unlocking the Power of Students' Digital Competences Needed to Succeed in a Rapidly Changing World

### Achievements

By combining a revised curriculum with modern digital learning tools, NCS students improved their Chinese language skills and developed the competency to engage with contemporary issues. The school-based Chinese curriculum for NCS students was revised, incorporating the “Chinese Made Easy” textbook series and supplementary exercises. To enhance digital literacy, the use of the “時事學中文” application, which was funded by Standing Committee on Language Education and Research (SCOLAR), was promoted, enabling students to learn about current issues in Hong Kong and use new vocabulary to discuss them with teachers and peers.

### Reflection

The school successfully implemented the ‘Chinese Language Curriculum Second Language Learning Framework’ by strategically integrating the school-based Chinese for NCS curriculum with the “時事學中文” digital application. This approach proved highly effective, as the application bridged language acquisition with real-world current affairs, directly supporting the Framework’s emphasis on applying language in authentic contexts. The impact on students was significant. By making learning more relevant and boosting their confidence through a self-taught format, NCS students became more active and interested in learning Chinese. This approach also encouraged greater self-direction and ownership of their studies, aligning perfectly with their digital habits and empowering them on their learning journey.

### Feedback and Follow-up

The school will continue to use the “Chinese Made Easy” series as the core of the school-based Chinese for NCS curriculum in the 2025-2026 school year, integrating set texts from the mainstream curriculum to further students’ proficiency in Chinese and enable their transition into mainstream Chinese Language classes with a small-step learning approach. The “時事學中文” application will be promoted to all newly admitted NCS students to foster their digital learning habits from an early stage.



### **Major Concern 3: Empowering Josephians to Thrive in Their Full Potential in Everyday Life and Amid Adversity**

#### **Achievements**

A comprehensive support system of targeted academic tutoring, peer mentorship, and co-curricular activities enabled NCS students to achieve outstanding academic results and integrate more fully into the school community. Academic support was provided through supplementary lessons, leading to excellent public examination results, including an A\* and an A in the GCE and grades of 9 in the GCSE. To further support students, a special sharing session was organised where an NCS alumnus shared valuable study skills and examination tips with his juniors. Reading interest was fostered by requiring students to read Chinese books, and a “learning buddy” scheme was implemented to help new students integrate. A Chinese calligraphy class also improved students’ character writing skills, with their works being displayed on Open Day. A significant milestone was achieved when NCS students were given the chance to be the emcee for the Education Talk on Racial Harmony by the Home Affairs Department, speaking confidently in both Chinese and English. This, along with displaying their Chinese painting and calligraphy work on Open Day, provided students with invaluable platforms to showcase their diverse talents and communication skills.

#### **Reflection**

Our NCS students achieved outstanding academic results and demonstrated remarkable personal growth, reflecting the success of our holistic support system. This exceptional performance is clearly evidenced in public examinations, where 33.3% of Secondary 5 students earned an A\* and another 33.3% an A in the GCE. Similarly, an impressive 83.3% of our Secondary 4 students secured a top-tier band 9 in the GCSE, with the remainder achieving a band 8.

This academic success was complemented by targeted initiatives that fostered significant growth in student confidence and leadership. The alumnus sharing session, for instance, provided a relatable role model who delivered credible, practical advice, making achievement feel more attainable. Furthermore, authentic leadership opportunities, such as having NCS students emcee school events, served as a powerful catalyst for developing public speaking skills in a real-world context.

These successes prove that when given the right platform, NCS students excel. By integrating robust academic and pastoral support with empowering mentorship and leadership roles, we create a holistic environment where students feel valued and are equipped with the confidence and skills to reach their full potential.

#### **Feedback and Follow-up**

The school will actively seek out more public-facing leadership roles for NCS students in the 2025-2026 academic year, such as emceeing assemblies. The successful strategies of targeted academic support and the alumnus sharing program will be continued. We will continue to create opportunities for students to publicly display their work and celebrate their achievements.



### **(3) Student Performance**

#### **Attitude and Behaviour**

NCS students consistently demonstrated a positive and engaged attitude, actively contributing to a harmonious and inclusive school environment. They participated enthusiastically in cultural visits, extracurricular clubs, and school-wide events. Their willingness to mingle and collaborate with their Chinese-speaking peers was a key factor in fostering a connected and respectful school community.

#### **Participation and Achievement**

NCS students translated their positive engagement into exceptional academic and non-academic achievements, earning significant recognition for their talents and character.

- **Academic Performance:** Students showed significant improvement in their Chinese language proficiency. In public examinations, this translated to outstanding results, with one student achieving an A\* and another an A in the GCE, while five-sixths of NCS students who took the GCSE achieved a grade of 9.
- **Non-academic Performance and Individual Recognition:** Students showcased their talents and cultural learning through various platforms. Their works from the Chinese painting and calligraphy classes were displayed on Open Day, and several NCS student were nominated for a territory-wide calligraphy competition. A particularly noteworthy achievement was the awarding of the Harmony Scholarship by the Home Affairs Department to a Secondary 4 NCS student. He was nominated by the school for his outstanding academic results, excellent conduct, and significant contributions to promoting racial harmony, reflecting the holistic success of the programme.

### **(4) Financial Summary**

The financial resources for the NCS programme were managed diligently to support the diverse range of activities and staffing needs.

## Financial Summary for the 2024/2025 School Year

### 2024/2025 Income and Expenditure Statement

Item	Item total value (\$)	Item total value (\$)
<b>(A) Income</b>		
(a1) Last year's balance (Surplus)	545,090.03	
(a2) Approved funding - Full year	1,049,600.00	1,594,690.03
<b>(B) Expenditure</b>		
(b0) Assistant Teacher 1	335034	
(b1) Assistant Teacher 2	279027	
(b2) Assistant Teacher 2	279027	
(b3) Purchase of professional services (Cantonese Opera class, Chinese calligraphy class and Chinese painting class)	21000	
(b4) Purchase of teaching resources (including library books, students' readers and teachers' reference books)	4,762.4	
(b5) Activities for promoting positive values through cultural diversity	5,107.83	
(b6) Visits and cultural activities	5600	
(b7) Supplementary Chinese class	6000	935,558.23
<b>(C) This year's balance (Surplus)</b>		<u>659,131.80</u>

#### Summary:

Teaching activities in various areas such as curriculum development, understanding of local culture and cultural integration were designed. The purpose was to consolidate the learning of non-Chinese speaking students in Chinese language, to help them improve their Chinese proficiency and to help them integrate into the Hong Kong society. The school looks forward to developing more diversified activities and teaching strategies in the coming year.

  
Principal Kwok Tik Man