



St. Joseph's College
Chinese Department
Non-Chinese Speaking Student Education
Support Programme
Programme Plan (2025 – 2026)

1. Objectives ¹

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 2025/2026 from the EDB to help non-Chinese students learn Chinese.

Weaknesses:

1. There is great learners' diversity among the NCS students.
2. The Chinese standard of some of our NCS students has only reached primary level, causing difficulty in teaching.

¹ Briefly describe the focus and responsibilities of the department.

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 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. 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.
3. 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.
4. 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.
5. 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.

2. Action Plan

2.1. Action Plan responding to School's Major Concerns

Major Concern 1 Enhancing Student National Identity and Sense of National Pride through Comprehensive National Education in a Whole-school Setting						
Briefly list the feedback and follow-up actions from the previous school year : Approximately two third of NCS students visited the Hong Kong Palace Museum with their teachers in the previous academic year. The teachers should organize a similar activity in 2025-2026.						
Targets	Implementation Strategies	7 LG[^]	Success Criteria	Method of Evaluation	Time Scale	People Responsible Resources Required
To enhance student National identity and sense of national pride and to enhance students' interest in the social development of Hong Kong	The teachers organise a visit to cultural and historical site or a museum	(a), (b), (c)	Participating students are engaged in the activity and able to finish the worksheets.	Worksheet and teachers' observation	September 2025	Teachers, Worksheets, and Funding

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

Briefly list the feedback and follow-up actions from the previous school year :

The 2024-2025 report indicated that the free application 「時事學中文」 is a valuable tool for self-study. The plan for 2025-2026 is to promote this application to all NCS students to enhance their learning with digital tools.

Targets	Implementation Strategies	7 LG [^]	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To enhance NCS students' digital literacy and self-directed learning skills in Chinese.	Promote the use of the 「時事學中文」 mobile application for learning about current events and related vocabulary.	(e)	All NCS students have installed and are regularly using the app. They can use vocabulary from the app in their writing and discussions.	Teachers' observation and review of student work.	Sep 2025 – Jun 2026	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho, Mr Huang David	Students' own mobile devices.
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Major Concern 3 Empowering Josephians to Thrive in Their Full Potential in Everyday Life and Amid Adversity							
Briefly list the feedback and follow-up actions from the previous school year : Approximately two third of NCS students joined at least one activity organized by clubs, societies, or Community Service Team. The teachers should promote the activities to the NCS students.							
Targets	Implementation Strategies	7 LG^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To empower students to thrive in their full potential in everyday life and amid adversity.	All NCS students are encouraged to join at least one activity organized by clubs, societies, or Community Service Team	(a), (b), (c), (d), (e), (f), (g),	NCS students from Secondary 1 to 5 join at least one activity organized by clubs, societies, or Community Service Team	Students' participation and teachers' observation.	September 2025 – May 2026	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David	/

2.2. Action Plan responding to Departmental Concerns

Concern 1 Catering to the diverse learning needs of NCS students.							
Briefly list the feedback and follow-up actions from the previous school year:							
The 2024-25 report noted that while supplementary lessons were beneficial, no lessons were arranged for junior form mainstream NCS students due to limited human resources. This will be addressed in the coming year.							
Targets	Implementation Strategies	7 LG^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To provide tailored academic support for NCS students across different forms and proficiency levels.	Conduct supplementary lessons for students who are weak in Chinese, preparing for GCE/GCSE, and in mainstream classes (including junior forms).	(b), (c)	At least 70% of participating students show improvement in their Chinese assessments.	Assessment and exam scores, teacher feedback, attendance records.	Sep 2025 – Jun 2026	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho, Mr Huang David	Funding for assistant teachers, teaching materials.
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Concern 2 Development and provision of appropriate school-based curriculum and teaching materials.	
Briefly list the feedback and follow-up actions from the previous school year: Reports indicate a continued need for tailor-made teaching materials. The successful use of the "Chinese Made Easy" series will continue, supplemented with HKDSE set texts and a wider variety of readers to cater to different levels.	

Targets	Implementation Strategies	7 LG^	Success Criteria	Method of Evaluation	Time Scale	People Responsible	Resources Required
To continue developing a comprehensive school-based Chinese curriculum for NCS students.	Revise and enrich the existing curriculum using the "Chinese Made Easy" series, HKDSE set texts, and other appropriate readers and resources. Purchase new teaching materials and readers.	(b), (c)	The curriculum for S1-S6 is better developed and documented. A wider range of readers is available for students.	Review of curriculum documents and teacher feedback	Sep 2025 – Jun 2026	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho, Mr Huang David	Funding for teaching materials and teacher reference books.
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2.3. Regular / Ongoing Programmes

	Programme	7 LG^	People Responsible	Timeline (Month)											
				9	10	11	12	1	2	3	4	5	6	7	8
3.1	Developing NCS students' Chinese language curriculum.	(a), (b), (c)	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho and Mr Huang David	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.2	Supplementary lessons for the NCS students who are weak at Chinese	(b), (c)	Ms Fok Annabelle and Ms Lily Ho			✓		✓	✓	✓	✓	✓			
3.3	Supplementary lessons for the NCS students who are going to take GCE	(b), (c)	Ms Fok Annabelle and Mr Tse Kelvin		✓	✓		✓	✓	✓	✓	✓			
3.4	Supplementary lessons for the NCS students who are going to take GSCE	(b), (c)	Ms Fok Annabelle, Mr Tse Kelvin, and Mr Huang David			✓		✓	✓	✓	✓	✓			
3.5	Supplementary lessons for the NCS students who are mainstream Chinese classes	(a), (b), (c)	Ms Fok Annabelle, Mr Tse Kelvin, Ms Lily Ho			✓		✓	✓	✓	✓	✓			

Programme Plan (2025 – 2026)

^7 LG : 7 Learning Goals of Secondary Education

3. Budget

Expected Income:

Surplus b/f from 2024-25 (estimate)	656,900.00	
Grant from EDB	<u>1,049,600.00</u>	<u>1,705,500.00</u>

Expected Expenditure:

(1) Salary for Chinese Assistant Teacher - (1)	316,449.00	
(2) Salary for Chinese Assistant Teacher - (2)	297,171.00	
(3) Salary for Chinese Assistant Teacher - (3)	297,171.00	
(4) Chinese choral speaking class / drama class / Cantonese Opera Class	20,000.00	
(5) Chinese calligraphy class	12,000.00	
(6) Chinese painting class	12,000.00	
(7) Supplementary Chinese class	20,000.00	
(8) Learning and Teaching materials Teacher reference books and student readers	20,000.00	
(9) Promoting positive values through cultural diversity	12,000.00	
(10) Visits and cultural activities	<u>12,000.00</u>	<u>1,018,791.00</u>

Expected Surplus:

686,709.00

4. Programme Team²

Teacher:

Ms Fok Annabelle

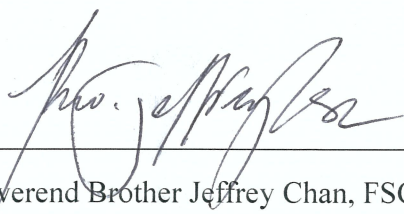
Assistant Teachers:

Mr Tse Kelvin, Ms Lily Ho and Mr Huang David



Mr Kwok Tik Man

Principal



Reverend Brother Jeffrey Chan, FSC

Supervisor

² List of members of the Department