

La Salle College Year End Evaluation (2024-25)

Subject Panel: Chinese for NCS

A. Evaluation of Major Concern

Major Concern 1: To initiate pedagogical changes in learning and teaching

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a “√”)							
			NGI	BK	LP	GS	IL	LP	HL	
<p>1.1 The Chinese literature has been integrated into the curriculum by incorporating selected works, poetry, and excerpts from classical and contemporary Chinese literary texts. All Junior Form NCS students can identify key vocabularies used in the literature texts studied and incorporate them into Chinese language lessons. Additionally, new chapters are continuously updated every year, ensuring that the curriculum remains relevant and aligned with the evolving Chinese language and culture.</p>	<ul style="list-style-type: none"> Students have studied three Chinese literature pieces written by the famous Chinese poet in the past throughout the year. The integration of Chinese literature has allowed Junior Form NCS students to identify key vocabularies and effectively incorporate them into their Chinese language lessons, strengthening their overall language proficiency. The continuous updating of new chapters each year keeps the curriculum relevant and engaging, encouraging students to explore contemporary and classical texts alike. Studying poetry provides students with insights into traditional morals and values, fostering a deeper understanding of their heritage and the ethical principles that shape Chinese society. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> Expand Literary Selections: Incorporate a broader range of contemporary Chinese literature and use AI tools to recommend texts based on student interests and reading levels. Integrate AI Learning Tools: Utilize AI-driven applications for personalized vocabulary practice and comprehension exercises, allowing students to engage with literature at their own pace. Facilitate Discussions: Organize regular discussions or workshops where students can share reflections on the morals learned from poetry, potentially using AI to analyze themes and sentiments in their discussions. Assess Learning Outcomes: Implement periodic assessments using AI tools to evaluate the impact of literature on language proficiency 		√	√	√				

		and moral understanding, refining curriculum updates based on data insights.							
2. NCS Chinese e-Learning Scheme has been well implemented to promote Self-directed Learning. All F.1 to F.6 students were able to use the e-learning app, such as Quizlet to do self-studying.	<ul style="list-style-type: none"> It provided options for students to choose their learning paths, select topics of interest and set their own learning pace. The successful implementation of the NCS Chinese e-Learning Scheme has significantly fostered self-directed learning among students. By utilizing e-learning apps like Quizlet, students from F.1 to F.6 are taking greater ownership of their study habits and learning processes. The interactive nature of e-learning tools has increased student engagement. Students are more motivated to practice vocabulary and concepts independently, which complements their classroom learning. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> Explore Additional Tools: Investigate and integrate a variety of e-learning platforms to accommodate different learning styles, ensuring that all students can benefit from the digital resources. Regular Feedback Collection: Implement a system for ongoing feedback from students regarding their experiences with e-learning tools, using this information to make informed adjustments to the program. 	✓	✓	✓				
3. The development of Chinese History teaching materials has produced engaging resources for NCS students, including textbooks and multimedia content. These culturally relevant materials enhance understanding of historical events while supporting language development.	<ul style="list-style-type: none"> The new materials have noticeably improved students' understanding of key historical events and figures, allowing them to make connections between past and present. By presenting history through various perspectives, students are encouraged to think 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> Enhance Interactivity: Develop more interactive activities, such as group discussions and project-based learning, to foster collaboration and engagement among students. Explore Supplementary Resources: Research and integrate 	✓	✓		✓			

	critically about historical events and their implications.	additional online resources, such as virtual tours and interactive websites, to provide students with broader learning opportunities.							
4. Junior Form students are required to have a group presentation regarding the Chinese History topics. - All Junior Form NCS Students have finished 7 presentations throughout the whole year. - They can hand in a PPT for each presentation and clearly present the content in Mandarin by themselves.	<ul style="list-style-type: none"> The presentation sessions can motivate students to have self-directed learning. The classroom has shifted from being teacher-led to being student-led. Some students reflected that the topic or the content was a bit difficult to understand. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> The mode of learning received positive responses and will continue to be held in the new academic year. The content of the Chinese History curriculum will be amended or trimmed so as to help students to grasp the content more easily. 		✓	✓		✓		
5. A total of 19 after-school tutorial sessions for F.1 to F.3 students and 40 sessions for F.4 students have been done in order to help them to acquire the Chinese language and to well prepare for the IGCSE that will be held in March and June 2025.	<ul style="list-style-type: none"> Over 95% attendance rate for all Forms of students. The structure of the sessions fostered a supportive environment, encouraging students to actively participate and seek help. Students demonstrated significant improvement in their language skills, particularly in oral and writing. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> Separate the oral and writing part: The oral and writing practice will be separated and taught either one only in each lesson in the next year in order to be more focused on drilling their skills on mandarin speaking and essay writing. Initiate Earlier Sessions for F.4: Plan to start tutorial sessions for F.4 students earlier in the academic year to provide additional support and preparation time. 		✓	✓	✓			

		<ul style="list-style-type: none"> ● Incorporate Diverse Activities: Introduce a wider range of learning activities, such as mock exams and interactive workshops, to enhance engagement. 							
6. All the junior form NCS students have joined the Lunchtime Chinese Reading Scheme. They have attended at least two sessions of lunch time reading throughout the whole academic year.	<ul style="list-style-type: none"> ● The attendance rate was only 50% for each Junior Forms. A lot of students claimed that they were busy joining other school tutorials or activities during lunchtime. ● The scheme successfully fostered a love for reading among students, enhancing their language skills and cultural understanding. ● The requirement to submit book reports encouraged students to reflect on their reading, reinforcing comprehension and analytical skills. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> ● Flexible schedule: A flexible schedule can be set for each form of student so to encourage them to come and read more frequently. ● Expand Book Selections: Curate a broader range of reading materials to accommodate different interests and reading levels among students. ● Enhance Reporting Structure: Provide clearer guidelines and support for book report submissions to further improve students' analytical and writing skills. 		✓	✓				✓

Seven Learning Goals:

NGI – National & Global Identity; BK – Breath of Knowledge; LP – Language Proficiency; GS – Generic Skills; IL – Information Literacy;
 LP – Life Planning; HL – Health Lifestyle

Major Concern 2: To serve and care for others with love and respect

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a “√”)						
			NGI	BK	LP	GS	IL	LP	HL
<p>2.1 Two mainland study tours have been successfully organised throughout the year.</p> <ul style="list-style-type: none"> Most of the F.1 & F.2 NCS boys joined the exchange program to Zhong Shan, while the F.4 & F.5 NCS boys joined the Shanghai study tour. All participants submitted a learning journal (booklet) to school for counting part of their SBA marks. All the participants reflected that they enjoyed the study tour and would highly recommend it to all the students, especially the NCS students. 	<ul style="list-style-type: none"> Students reflected that they had an enjoyable and fruitful learning experience in Zhong Shan. They learnt and understood more about the living style and culture in the mainland. Five NCS boys from F.1 and F.5 did not join the study tour due to personal reasons. They were asked to submit the parents' letter explaining the reason for not joining the tours. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> Parents' consents: The study tours to China are the compulsory learning elements for all the NCS students. It is suggested to inform all the parents at the beginning of the school year (F.1). Encouragement for Future Tours: Promote future study tours more actively, focusing on the benefits shared by participants to encourage broader participation. Support for Non-Participants: Reach out to the five boys who did not join the tours to offer additional support, ensuring they have opportunities to engage with Chinese culture through alternative means. Feedback Collection: Conduct a survey among participants to gather detailed feedback on their experiences, which can 			√	√			√

		<p>inform the planning of future tours.</p> <ul style="list-style-type: none"> ● Document Findings: Compile and document the reflections and feedback from participants to create promotional material for future study tours. 								
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Major Concern 3: To nurture moral values and modern-day skill sets

Achievements	Reflection	Feedback & Follow-up	7 Learning Goals (Put a “√”)							
			NGI	BK	LP	GS	IL	LP	HL	
3.1 All students were able and willing to share their views during the lessons. It shows their moral and ethical foundations.	<ul style="list-style-type: none"> ● Besides the observation during the normal lessons, students also showed their love and care in other daily activities. They were willing to help and share with their classmates / schoolmates while they were having the cultural workshop. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> ● More engaging and interactive lessons that encourage students to reflect on values, analyze ethical dilemmas and engage in discussions will be designed in the formal or informal curriculum. 			√	√				√

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2024/25 School Year

Name of School: _____

Our school was provided with additional funding by the Education Bureau in the 2024/25 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2024/25 school year (one or more options can be selected)#:

Appointing _____ additional teacher(s) and _____ teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| <input type="checkbox"/> Pull-out learning
(Level(s): _____) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): | |

Other support for Chinese learning:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): | |

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

- Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.
- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact _____ (Name of Contact Person) at _____ (Tel. No.).

2024/25 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱： _____

本校在 2024/25 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一） 本校按非華語學生的學習進度和需要，在 2024/25 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

- 聘請 _____ 名額外教師及 _____ 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|--|---|
| <input type="checkbox"/> 抽離學習
（年級：_____） | <input type="checkbox"/> 分組／小組學習
（年級：_____） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | <input type="checkbox"/> 協作／支援教學
（年級：_____） |
| <input type="checkbox"/> 跨學科中文學習
（年級：_____） | <input type="checkbox"/> 採用校本中國語文課程及／或
經調適的學與教材料
（年級：_____） |
| <input type="checkbox"/> 其他（請說明）： | |

其他學習中文的支援：

- | | |
|---|---|
| <input type="checkbox"/> 中文學習小組
（年級：_____） | <input type="checkbox"/> 暑期銜接課程
（年級：_____） |
| <input type="checkbox"/> 中文銜接課程
（年級：_____） | <input type="checkbox"/> 伴讀計劃
（年級：_____） |
| <input type="checkbox"/> 朋輩合作學習
（年級：_____） | <input type="checkbox"/> 導讀學習
（年級：_____） |
| <input type="checkbox"/> 其他（請說明）： | |

- (二) 本校建構共融校園的措施包括（可選多於一項）#：
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

 - 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

 - 其他措施（請說明）：

- (三) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：
- 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
 - 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調子女學好中文的重要性
 - 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
 - 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電_____（電話號碼）與_____（聯絡人姓名）聯絡。