

La Salle College Year End Evaluation (2023-24)

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	
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.	<ul style="list-style-type: none"> Students have studied two Chinese literature pieces written by the famous Chinese poet in the past throughout the year. Students were able to submit an assessment by Formative (e-learning app). The contents were appreciated by the students. They reflected that the selected poems were interesting. They can learn more about “文言文” and the Chinese culture by studying the pieces. 	Planning: Keep and Improve <ul style="list-style-type: none"> The Chinese literature writing pieces will continue to be taught in the new academic year. The content can be slightly modified so that can help students to learn better. 		✓	✓	✓				
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"> Students reflected that the e-learning app allow them to learn better in Chinese Language. It also created a variety of learning resources, like interactive lessons. It provided options for students to choose their earning paths, select topics of interest, and set their own learning pace. 	Planning: Keep and Improve <ul style="list-style-type: none"> Will explore more e-learning platforms for the progress of self-directed learning. Continue to explore more functions with the existing e-learning tools for catering learning needs. 		✓	✓	✓				

<p>3. Junior Form students are required to have group presentation regarding the Chinese History topics.</p> <ul style="list-style-type: none"> - 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 by 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, will continue to be held in the new academic year. • The content of the Chinese History curriculum will be amended or trimmed so to help students to grasp the content more easily. 		✓	✓		✓		
<p>4. Total 22 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 held in April and May 2024.</p>	<ul style="list-style-type: none"> • Over 95% attendance rate for all Forms of students. • They reflected that the lessons can help them to consolidate what they have learnt during the lessons. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> • The oral and writing practice will be separated in the next year in order to be more focus on drilling their skills on mandarin speaking and essay writing. 		✓	✓	✓			
<p>5. All the junior form NCS students have joint the Lunchtime Chinese Reading Scheme. They have attended at least one session of lunch time reading throughout the whole academic year.</p>	<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 in joining other school tutorials or activities during lunchtime. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> • A flexible schedule can be set for each form of students so to encourage them to come and read more frequently. • A book report is required to finish by each student in the next year so to cultivate the reading habits of the students. 		✓	✓				✓

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 One mainland study tour has been successfully organised throughout the year.</p> <ul style="list-style-type: none"> Most of the F.1 & F.2 NCS boys joint the exchange program to Zhong Shan. 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 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 understand more about the living style and culture in mainland. Three NCS boys from F.1 did not join the study tour due to personal reasons. We have met their parents but they still insisted not to join the tour. 	<p>Planning: Keep and Improve</p> <ul style="list-style-type: none"> The study tour is compulsory for the NCS students. The tour to Zhong Shan and Shang Hai will continue to be held in the new academic year. The study tours to China are the compulsory learning elements for all the NCS students. It is suggested to inform all the parents in the beginning of the school year (F.1). 			✓	✓				✓

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	
<p>3.1 All students were able and willing to share their views during the lessons. It shows their moral and ethical foundations.</p>	<ul style="list-style-type: none"> Except 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 2023/24 School Year

Name of School: _____

Our school was provided with additional funding by the Education Bureau in the 2023/24 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 2023/24 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): _____) |

- 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): _____) |

- 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.).

2023/24 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 2023/24 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 2023/24 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。