

La Salle College

Annual Strategic Plan (2024-25)

Subject Panel / Functional Team: ___Chinese for NCS___

A. Strategy Plan

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

Brief List the feedback and follow-up actions from the previous school year:

- Students can fulfill the tasks on the e-learning platform and Worksheets for the new Chinese culture and literature lesson.
- More e-learning materials can be introduced to the students in order to motivate them to have self-directed learning.
- The tutorial lessons can help students to enhance their writing and speaking skills. More writing sessions can be arranged next year. The lessons can be more focused on brainstorming ideas and ways of expressing (Vocab & sentence structure).
- Students think that the online resources are useful as they can do revision at home. More e-learning apps can still be used during the lessons in order to make lessons more interactive and fruitful.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
<ul style="list-style-type: none"> Enhance the skills of appreciation of NCS students on Chinese literature and migrate what they have learnt in Chinese literature into their Chinese language learning (BK, LP, GS) 	<ul style="list-style-type: none"> Curriculum Design: Integrate Chinese literature into the curriculum by incorporating selected works, poetry, and excerpts from classical and contemporary Chinese literary texts. Identify key vocabularies used in the literature texts studied and incorporate them into Chinese language lessons. Cultural Integration: Integrate cultural aspects related to the literature texts into Chinese language lessons. This may include discussing historical events, folklore or philosophical concepts 	<ul style="list-style-type: none"> Critical thinking and reflection: Encourage students to think critically and reflect on the literature texts and their connections to Chinese language and culture. Access their ability to provide thoughtful insights and express opinions through discussions or answering provoking questions during the lessons. 	<ul style="list-style-type: none"> Peer and self-evaluation: Encourage students to access their own progress and provide feedback on their peers' work. This promotes reflection and constructive feedback within the classroom. Oral Assessment: Ask students to deliver presentations on literary topics, where they can demonstrate their 	<ul style="list-style-type: none"> Oct 2024 to Jun 2025 	Subject Teachers	<ul style="list-style-type: none"> Worksheets E-learning app

	<ul style="list-style-type: none"> ● Interactive Learning Activities: Incorporate interactive activities like group discussions and presentations to encourage students to analyze and interpret the literature. 		<p>understanding, analysis and communication skills in Chinese.</p>			
	<ul style="list-style-type: none"> ● Technology Integration: Encourage students to explore online resources, including e-books, websites, and podcasts, dedicated to Chinese literature. 					
<ul style="list-style-type: none"> ● Implement NCS Chinese e-Learning Scheme to promote Self-directed Learning (BK, LP, GS) 	<ul style="list-style-type: none"> ● Create a variety of learning resources, including interactive lessons, multimedia content, vocabulary exercises, grammar explanations and reading materials. These resources can be accessible on the e-learning platform, like the “Quizlet”. 	<ul style="list-style-type: none"> ● Active engagement: Measure the level of active engagement and participation of students in the e-learning platform. This can include tracking their 	<ul style="list-style-type: none"> ● Assessment of learning outcomes: Use formative and summative assessments include quizzes, tests, assignments, examinations etc.to measure students’ 	<ul style="list-style-type: none"> ● Sep 2024 to Jun 2025 	<p>Subject Teachers</p>	<ul style="list-style-type: none"> ● Worksheets ● E-learning app

	<ul style="list-style-type: none"> Adapt the e-learning platform to allow for personalized learning experiences. Provide options for students to choose their learning paths, select topics of interest, and set their own learning pace. 	<p>login frequency, time spent on the platform, completion rates of learning modules etc.</p>	<p>proficiency in Chinese language skills, such as reading, writing, listening and speaking.</p>			
<ul style="list-style-type: none"> Development of Chinese History teaching-learning materials in order to the NCS students having a better understanding in Chinese History (BK, LP, IL) 	<ul style="list-style-type: none"> Curriculum Design: Ensure the curriculum is accessible to NCS students by incorporating appropriate language support strategies and incorporating engaging activities, like group presentation. 	<ul style="list-style-type: none"> 14 topics related to the Chinese curriculum materials are prepared. 	<ul style="list-style-type: none"> Assessment of learning outcomes: All the covered topics will be assessed in the examinations to measure students' proficiency in Chinese History. 	<ul style="list-style-type: none"> Sep 2024 to Jun 2025 	<p>Subject Teachers</p>	<ul style="list-style-type: none"> Worksheets E-learning app
	<ul style="list-style-type: none"> Language Support: Provide language support to facilitate understanding for NCS students by providing bilingual materials, providing pinyin of the words, utilizing visual aids and offering glossaries or translations of key terms. 	<ul style="list-style-type: none"> Students can read and understand the content of each topic by finishing the worksheets. Students can clearly understand the learning objectives. 				

	<ul style="list-style-type: none"> Active learning strategies: Encourage students to have group presentations or project-based assignments in order to promote critical thinking, collaboration and deeper engagement with the subject matter. 	<ul style="list-style-type: none"> 80% of students pass the Chinese History Exam (Amended) 				
<ul style="list-style-type: none"> Arrange after-school tutorial sessions in order to help them to acquire the Chinese language (BK, LP, GS) 	<ul style="list-style-type: none"> Individualized Instruction: Tailor the tutorial sessions to meet the specific needs of each student. Group students based on their proficiency levels, but provide personalized attention and support within each group. 	<ul style="list-style-type: none"> Language Proficiency: Demonstrated improvement in students' Chinese language skills, including listening, speaking, reading and writing. Enhanced pronunciation and fluency in spoken Chinese. 	<ul style="list-style-type: none"> Observations: Conduct lesson observations to assess the quality of instruction, student engagement and the implementation of teaching strategies. 	<ul style="list-style-type: none"> Oct 2024 to Jun 2025 	Subject Teachers	<ul style="list-style-type: none"> Worksheets
	<ul style="list-style-type: none"> Parent Communication: Maintain open and regular communication with parents. Provide updates on students' progress, areas of improvement, and learning resources that can be used at home. 					

<ul style="list-style-type: none"> Lunchtime Chinese Reading Scheme (BK, LP, HL) 	<ul style="list-style-type: none"> Implement peers-reading scheme: Each NCS student will find a local student reading partner to have the lunch time reading sessions together. The local student can help the NCS student to easily understand the context and content of the books. 	<ul style="list-style-type: none"> Reading Proficiency: The improvement in reading proficiency among NCS students can be assessed by evaluating their ability to recognize and pronounce Chinese characters, understand basic vocabulary and sentence structures, and comprehend simple texts. Long-term Interest: Students can sustain their interest in learning Chinese beyond the lunchtime sessions. 	<ul style="list-style-type: none"> Observations: Observe the students during the lunchtime reading sessions to assess their engagement, participation, and overall behavior. Note their level of interest, attentiveness, and interaction with the materials and their peers. Book report: Evaluate the students' reading comprehension skills through the book reports that measure their understanding of the Chinese texts they have read. 	<ul style="list-style-type: none"> Oct 2024 to May 2025 	<p>Subject Teachers</p>	<ul style="list-style-type: none"> Worksheets Chinese Books
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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

Brief List the feedback and follow-up actions from the previous school year:

- Students did not have the chance to join the exchange program due to pandemic.
- Encourage more NCS students to participate in the exchange program to China.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. Organize and participate in the Study Tours related to Chinese History or Chinese culture that offers NCS students an opportunity to practice and improve their Chinese language proficiency in an authentic environment. (Suggested that F.4-5 join the Taiwan Service Programme; F.3 join the Shanghai Study Tour; F.1&2 join the Zhongshan Tour) (NGI, LP, GS, LP)	<ul style="list-style-type: none"> Curriculum Integration: Align the study tour with the curriculum, ensuring that it enhances classroom learning. Identify specific topics or themes in Chinese History or culture that will be covered during the tour. 	<ul style="list-style-type: none"> Students develop an appreciation for Chinese culture and express a desire to continue exploring and learning about it. Students demonstrate improved language skills through effective communication in basic Chinese phrases and expressions. Students expressed a deeper understanding of the importance of intercultural competence in a globalized world. 	<ul style="list-style-type: none"> Performance Tasks: Assign performance-based tasks that require students to apply their knowledge and skills gained during the study tour. Observations and field notes: Encourage students to make observations and take field notes during the study tour. 	<ul style="list-style-type: none"> Zhongshan (for F.1&F.2): ~Nov 24 Taiwan (for F.3-F.5): ~ Apr / Jul 25 	Subject Teachers	<ul style="list-style-type: none"> Worksheets E-learning app
	<ul style="list-style-type: none"> Pre-trip Orientation: Conduct pre-trip orientation sessions to prepare students for the study tour. Provide information about the itinerary, cultural norms, language basics and expectations etc. 					
	<ul style="list-style-type: none"> Language immersion opportunities: Incorporate language immersion activities such as language exchange sessions, cultural workshops or homestays to provide students with opportunities to practice their language skills. 					

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Major Concern 3: To nurture moral values and modern-day skill sets

Brief List the feedback and follow-up actions from the previous school year:

- The Value Education curriculum framework were implemented throughout the academic year.
- Students shared what they have learnt after the lessons.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
(If the school has a practical need to adjust the targets/implementation strategies/success criteria/methods of evaluation in the annual school plan, please mark it with ★ for information and follow-up by subject panels and functional committees.)						
1. To promote value education through formal and informal curriculum so as to equip them with a strong moral and ethical foundation, enabling them to navigate their personal and social lives with integrity, empathy, and a sense of purpose. (GS, LP, HL)	<ul style="list-style-type: none"> ● Explicit Teaching of Core Values: Dedicate specific lessons or activities to explicitly teach and discuss core values and ethics. Design engaging and interactive lessons that encourage students to reflect on values, analyze ethical dilemmas, and engage in discussions. ● Experiential Learning: Provide opportunities for experiential learning that allow students to apply and practice 	<ul style="list-style-type: none"> ● Knowledge and Understanding: Assess the students' knowledge and understanding of the core values and ethical principles taught through formal and informal curriculum. ● Behavior and Decision- 	<ul style="list-style-type: none"> ● Comparative Analysis: Compare the performance and behavior of NCS students who have received value education with those who have not. ● Direct Observations : Conduct direct observations of 	<ul style="list-style-type: none"> ● Oct 2024 to Jun 2025 	Subject Teachers	<ul style="list-style-type: none"> ● Worksheets ● E-learning app

	<p>values in real-life situations. This can include field trips, community service projects, or study tour that present ethical dilemmas for students to analyze and make decisions based on their values.</p>	<p>Making: Observe the students' behavior and decision-making processes to determine if they are applying the values and ethical principles learned in real-life situations. This can be assessed through teacher observations or feedback from peers and parents regarding the students' actions and choices.</p>	<p>students' behavior and interactions in various settings, such as classrooms, playgrounds, and community service projects. Observe how they apply the values learned, engage with others, handle conflicts, and demonstrate empathy and respect.</p>			
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Seven Learning Goals:

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B. Budget

	Budget items	Cost (\$)
1	Hire and NCS Chinese Teachers (1) Teachers to co-teach in Chinese and Putonghua lessons 2) Teachers to conduct extra tutorial classes for needy students	700,000.00
2	Teachers' Ref Bk	1,500.00
3	Teaching aids	3,000.00
4	Subscriptions of e-learning resources (i.e. Nearpod)	4,000.00
5	Stationeries	1,000.00
6	Integrated cultural experience activities	7,500.00
7		
8		
	Total	717,000.00

C. Work Distribution

1. Teaching Load

Class	Teacher	Class	Teacher
1A	CHAN Mei Han	1A_PTH	HUNG Shan Shan
2A	HUNG Shan Shan	2A_PTH	CHAN Mei Han
3A	CHAN Mei Han	3A_PTH	HUNG Shan Shan
4FG	HUNG Shan Shan		
5A	CHAN Mei Han		
6CF	HUNG Shan Shan		

2. Assessment Duty (Setters and Markers of Assignments/ Projects/ Uniform Test/ Examinations)

	Term 1		Term 2	
F.1	Examination	CHAN Mei Han	Examination	CHAN Mei Han
F.2	Examination	HUNG Shan Shan	Examination	HUNG Shan Shan
F.3	Examination	CHAN Mei Han	Examination	CHAN Mei Han
F.4	Examination	HUNG Shan Shan	Examination	HUNG Shan Shan
F.5	Examination	CHAN Mei Han	Examination	CHAN Mei Han
F.6	Mock	HUNG Shan Shan	/	

D. Professional Development (subject panels should include at least 4 PD sessions a year according to the Staff Development Plan)

	Date	Time (Duration)	Content
1	October 2024	30 minutes	午間閱讀計劃的施行與改善
2	December 2024	30 minutes	中國語文調適教材修訂分享
3	March 2025	30 minutes	電子學習平台分享：Formative
4	May 2025	30 minutes	中史教材分享