

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2023/24 School Year**

Name of School: Precious Blood Secondary 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 1 additional teacher(s) and 2 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:

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|--|--|
| <input checked="" type="checkbox"/> Pull-out learning<br>(Level(s): <u>S1 to S5</u> )  | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>S1 to S5</u> )   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ ) | <input type="checkbox"/> Co-teaching/In-class support<br>(Level(s): _____ )  |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )  | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>S1 to S5</u> ) |

☐ Others (please specify): \_\_\_\_\_

After-school/after-class support:

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|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>S1 and S6</u> ) | <input checked="" type="checkbox"/> Summer bridging course(s)<br>(Level(s): <u>S1 and S4</u> ) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)<br>(Level(s): <u>S3 to S4</u> ) | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): _____ )                        |
| <input checked="" type="checkbox"/> Peer cooperative learning<br>(Level(s): <u>S1 to S5</u> )  | <input type="checkbox"/> Guided story reading<br>(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):

Tea art cultural learning activity: Both local students and NCS students participate in the Chinese tea art class to learn the traditional tea making methods. Also, they can do tea making demonstration to each other and taste Chinese tea together.

Inter-class Han-style clothing and photography competition: To all students to experience the beauty of Chinese clothing. It is a chance for them to use their creativity for designing postures in modelling photos.

Foundation course for Cantonese opera: Both local students and NCS students can learn the basic knowledge of Cantonese opera through this course, including costume design, performing skills and study scripts etc.

- ☒ 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):

All S1 and S2 students can participate in several uniform groups under the "One Life One Uniform" program, such as Hong Kong Road Safety Patrol, Girl Guide and Red Cross Youth Units. Students can participate in the related training, examinations, and service-learning activities.

- ☐ Other measure(s) (please specify):
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(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):
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[#: 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 Miss Yeung Hoi Yee Kelly at 2570 4172.



(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）：

茶藝文化學習活動：讓本地生和非華語生一同參與茶藝課程，讓她們學習中國傳統沏茶方法；並作課堂實踐，互為同學泡茶和品茶，親身體驗中華文化的精髓。

班際華服演繹比賽：讓本地學生及非華語學生試穿漢服，體驗中國服飾之美；並發揮學生創意，設計造型照中的造手和姿勢。

粵劇基礎入門課程：讓本地學生及非華語學生共同參與學習活動，以認識部份粵劇基礎知識，如：戲服設計、表演技巧、劇本研讀等。

- ☒ 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）：

學校初中有「一生一制服」計劃，所有中一及一二學生均可自由選擇參與「交通安全隊」、「女童軍」及「紅十字隊」，並參與各項制服團隊相關的訓練、考試，以及校內及校外服務。

- ☐ 其他措施（請說明）：

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(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）：

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[ #： 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 2570 4172 與楊凱怡老師聯絡。