

Precious Blood Secondary School
The Summary Report of
2020-2021 Support for non-Chinese Speaking Students Learning Chinese and
the Creation of an Inclusive Learning Environment

1. Introduction

Starting from the 2014/15 school year, the Education Bureau has provided an annual additional funding of \$800,000 to all public sector schools and DSS schools offering local curriculum and admitting 10 to 25 non-Chinese speaking (NCS) students in order to support the NCS students in learning Chinese. PBSS has admitted 24 NCS students in the 2020/21 school year, and has successfully applied for additional funding to support the study of NCS students. The following is a summary report for NCS parents.

2. Support for NCS students to learn Chinese

In order to strengthen the support for NCS students to learn Chinese and build an inclusive campus, the school has made the following arrangements:

- 2.1 The school has recruited three teachers to teach NCS students to learn Chinese in accordance with the second language "Learning Framework" established by the Education Bureau.
- 2.2 In terms of curriculum development, the school has participated in a program of the Education Bureau to assist teachers to plan the school-based curriculum and improve teaching methods. The school refers to the supporting resources on the "Learning Framework" webpage uploaded by the Education Bureau.
- 2.3 In the academic year of 2020/21, the school has developed 3 school-based teaching units suitable for S3 NCS students. In addition to the resources of the Education Bureau, the school refers to the "New Chinese Octopus" (《新版中文八達通》) published by the University of Hong Kong and "Senior Form Chinese" (《高中中文》) teaching materials to teach Chinese language and culture-related content.
- 2.4 In response to the needs of NCS students, our school pulls out NCS students of the same level for small group teaching during Chinese class, and arranges NCS students

with lower literacy skills to take supplementary lessons after school to cater for learning diversity.

2.5 NCS students have obtained excellent results when taking Chinese international public examinations. In 2020/21, 5 S4 and 3 S5 NCS students took the Pearson Edexcel IGCSE Chinese exam; all of them have passed the entrance qualification for applying to JUPAS (Joint University Programmes Admissions System). 4 students obtained Grade 9 (the highest level), 2 obtained Grade 8 (the second highest level), and 2 obtained Grade 5 (pass level).

2.6 In the last year, our school has provided NCS students with courses and assignments in subjects such as Chinese History, History, Liberal Studies/Life and Social Sciences, Economics and Geography. According to the needs of students, English supplementary learning materials and after-school support counseling services have been provided.

3. Building an Inclusive Campus

In order to build an inclusive campus, the school organized the following various inclusive activities:

3.1 Before the Mid-Autumn Festival or Lantern Festival, teachers help students understand the origin of Chinese lantern riddles and the text characteristics of Chinese riddles. NCS students are encouraged to join local students to participate in games such as playing with lanterns and guessing lantern riddles.

3.2 In addition to arranging calligraphy competitions for NCS groups, local students and NCS students are arranged to participate in inter-class creative calligraphy activities.

3.3 NCS students make their hometown milk tea for local students, while local students make traditional Chinese tea for non-Chinese students, so as to encourage students to learn about the tea etiquette and formalities of different countries. Students can appreciate each other's customs and cultures.

4. Other Support Services

4.1 Provide the English version of some school notices.

- 4.2 Chinese teachers meet the parents on Parents' Day and communicate with parents on students' learning of Chinese.
- 4.3 According to the needs of students, Chinese teachers provide appropriate disciplinary and counseling support to them.

寶血女子中學

2020-2021 年度支援非華語學生學習中文及建構共融校園摘要報告

1 前言

由 2014/15 學年開始，教育局向每間取錄 10-25 名非華語學生的公營學校提供每年 80 萬元的額外撥款，以支援非華語學生學習中文。我校 2020/21 學年共取錄了 24 名非華語學生，並已成功申請額外撥款，以支援非華語學生學習。以下為摘要報告，供各家長參閱。

2 支援非華語學生學習中文

為了加強支援非華語學生學習中文及建構共融校園，本校作了以下各項安排：

- 2.1 本校延聘了專責教授非華語的教師三名，按教育局所制訂的第二語言「學習架構」教授非華語學生學習中文。
- 2.2 在課程/教材發展方面，本校參加了教育局的校本支援計劃，協助本校教師規劃校本課程，改善教學法。本校參考教育局上載「學習架構」專頁及「中國語文教育學習領域學與教資源」內聯網的配套資源，按學生學習進度調適並發展校本教材。
- 2.3 2020/21 學年，本校共發展了 3 個中三學生適用的校本教學單元；其他級別的教材方面，本校除參考教育局的配套資源外，也參考由香港大學出版的《新版中文八達通》及《高中中文》作課堂教學教材，教授中國語文知識及中華文化相關的內容。
- 2.4 在教學安排上，本校因應非華語學生的需要，在中文課堂時段，抽離同級的非華語學生進行小組教學，另安排讀寫能力稍遜的學生在課後時段進行補課，以進一步照顧學習差異。
- 2.5 在本校教師指導下，本校非華語學生在應考中文國際公開試時，屢獲優異成績。2020/21 年度共有 5 位中四級及 3 位中五級非華語學生參加 Pearson Edexcel IGCSE Chinese 考試，均已考獲「以其他中國語文成績」申請大學聯招的入學資格。成績如下：4 位獲 Grade 9 (最高級別) 成績，2 位獲 Grade 8 (次高級別) 成績及 2 位獲 Grade 5 (合格) 成績，已考獲以「其他中國語文成績」申請大學聯招的入學資格。
- 2.6 本校在過往一年為非華語學生在中史、歷史、通識/生社、經濟、地理等學科的課程及課業上，按學生的需要給予調適，並提供英語輔助學習材料、課後支援學習等輔導服務。

3 建構共融校園

為了建構共融校園，本校舉辦以下各式共融活動，促進本地學生及非華語生的互動交流：

- 3.1 在非華語中文學習課堂中，在中秋佳節或元宵佳節前，指導學生了解中國燈謎的起源及中國謎語的文字特色。其後安排非華語生融入本地學生當中，一起參與玩花燈、摺花燈、競猜燈謎等遊戲。
- 3.2 除了安排非華語組書法比賽外，亦安排本地學生與非華語學生合作，參與班際創意書法活動。
- 3.3 課後安排由非華語學生講解其家鄉奶茶的沖調方式，本地學生則講解中國傳統茶藝文化，促使學生認識不同國家的茶藝禮文及儀式等，讓大家互相欣賞各地的習俗文化，達至和諧共融的目的。

4 其他支援服務

學校亦會為非華語生提供以下的支援項目：

- 4.1 提供部分學校通告的英文版本。
- 4.2 在家長日接見非華語學生的家長，就非華語學生學習中文的情況，與家長特別作專項交流。
- 4.3 按學生的成長需要，給予適切的訓育及輔導支援。