

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2021/22 School Year

Name of School: Precious Blood Secondary School

Our school was provided with additional funding by the Education Bureau in the 2021/22 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 2021/22 school year (one or more options can be selected)#:

- Appointing 2 additional teacher(s) and 1 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 checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>S1 to S5</u>) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>S1 to S5</u>) |
| <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 checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>S1 to S5</u>) |

Others (please specify): _____

After-school/after-class support:

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

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Tea art cultural activity: Local students and NCS students demonstrate their own tea making methods and share the tea with each other. Let students to learn about the lifestyles between different races.

Visit of The D. H. Chen Foundation – West Kowloon Tea House Student Matinees:

To let NCS students for knowing the cultural value of classic Chinese drama stories, also to have more communication with local students by outdoor learning activity.

- 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 junior forms 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):

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

- Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

- 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 Miss Yeung Hoi Yee Kelly at 2570 4172.

(5) 本校建構共融校園的措施包括（可選多於一項）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 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）：

茶藝文化交流活動：由本地生和非華語生分別示範自己的砌茶方法、交換心得；讓學生以飲食文化作切入點，了解不同種族的生活方式。

西九茶館劇場——陳廷驊基金會教育專場參觀：讓學生親身了解經典戲曲故事所承載的文化價值，且促進非華語及本地學生文化交流。__

- 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，所有初中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）：

(6) 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）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 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）
- 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
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 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 2570 4172 與楊凱怡聯絡。