

Precious Blood Secondary School  
The Summary Report of  
2024-2025 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 22 NCS students in the 2024/25 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 3 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 2024/25, the school developed 4 school-based teaching units suitable for S1 to S3 NCS students. In addition to the resources of the Education Bureau, the school refers to the "Roads to Chinese" (《中文路路通》) published by the Chinese Language Education Research Press 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 2024/25, 2 S4 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), details as follow:

1 student obtained Grade 9 and 1 student obtained Grade 8.

2.6 In the last year, our school has provided NCS students with courses and assignments in subjects such as Chinese History, History, Economics, Geography, Citizenship, Economics and Society. 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 In the days leading up to the Mid-Autumn Festival, teachers guided students to learn about the origins of Chinese lantern riddles and the linguistic features of traditional riddles. To promote cultural exchange and inclusiveness, NCS students were encouraged to join Chinese students in festive activities, such as making lanterns and solving lantern riddles.

3.2 In addition to organizing calligraphy competitions for NCS groups, both Chinese and NCS students took part in inter-class calligraphy activities with the theme of Filial Piety. Through this activity, students not only experienced the artistic beauty of Chinese characters but also deepened their understanding of the traditional virtue of filial piety.

3.3 As part of the school-based curriculum, both Chinese and NCS students participated in a variety of cultural learning activities. These included tea art, Chinese medicine, Cantonese opera, and traditional architecture, allowing students to broaden their horizons and gain a deeper appreciation of Chinese culture.

#### 4. Other Support Services

- 4.1 Some school notices are provided in English for the reference of parents and students.
- 4.2 On Parents' Day, Chinese Language teachers meet with parents to discuss and provide feedback on their children's learning progress in Chinese.
- 4.3 Based on students' individual needs, Chinese Language teachers offer appropriate guidance, disciplinary support, and counseling assistance to help them improve both academically and personally.

## 寶血女子中學

### 2024-2025 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 2024/25 學年共取錄了 22 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 2024/25 學年，本校共發展了 4 個中一至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，也參考由中文教育研究出版社出版的《中文路路通》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。2024/25 年度共有 2 位中四級非華語學生參加 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：1 位獲 Grade 9 成績及 1 位獲 Grade 8 成績。
- 2.6 本校在過往一年為非華語學生在中史、歷史、經濟、地理、公民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 在中秋節前夕，老師會引導學生了解中國燈謎的起源以及傳統燈謎的語言特點。為促進文化交流與包容，學校亦鼓勵非華語學生與華語學生一同參與如製作燈籠及猜燈謎等節慶活動。

3.2 額外為非華語學生增設書法比賽組別，華語及非華語學生共同參與了以「孝道」為主題的班際書法活動。透過是次活動，學生不僅感受到漢字的藝術之美，更加深了對傳統孝道美德的理解。

3.3 作為校本課程的一部分，華語及非華語學生共同參與了多元文化學習活動，內容涵蓋茶藝、中醫、粵劇及傳統建築，讓學生拓展視野，增進對中國文化的深刻認識。

#### **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 部分學校通告會提供英文版本，方便家長及學生參考。

4.2 家長日當天，中文科老師會與家長會面，討論並回饋學生在中文學習方面的進展。

4.3 中文科老師會根據學生的個別需要，提供適當的訓育及輔導支援。