Precious Blood Secondary School

The Summary Report of

2025-2026 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-$1,500,000 to all public sector schools and DSS schools offering local curriculum and admitting 10 or above non-Chinese speaking (NCS) students in order to support the NCS students in learning Chinese. PBSS has admitted 26 NCS students in the 2025/26 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 1 teacher and 1 teaching assistant 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 an Education Bureau programme 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 2025/26, the school developed 6 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 arranges small-group teaching for the same level NCS students during Chinese lessons, alongside implementing co-teaching during reading periods. Concurrently, the Chinese Language and Science Departments collaborate cross-curricular to conduct tea art and culture learning activities. Furthermore, a Chinese bridging course is specifically established for S3 students transitioning to S4 to help them smoothly adapt to the senior secondary curriculum.

2.5 Beyond regular lessons, NCS students with lower literacy skills are also provided with supplementary lessons after school to cater to their diverse learning needs. Additionally, in coordination with class teachers, peer-learning partners are assigned to NCS students to facilitate collaborative learning outside the classroom.

2.6 NCS students achieved excellent results in international Chinese public examinations in 2025/26. 1 S5 NCS student sat for the Pearson Edexcel GCE A-Level Chinese Examination (attaining Grade A), while 3 S4 and S5 NCS students took the Pearson Edexcel IGCSE Chinese Examination (attaining Grades 8, 7, and 5 respectively). All of them successfully fulfilled the Chinese language entry requirement for JUPAS application.

2.7 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 counselling services have been provided.

3. Building an Inclusive Campus

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

3.1 Ahead of traditional festivals, teachers engage students in festive learning activities—such as solving lantern riddles and writing red banner—to introduce traditional Chinese customs and culture. To promote inclusion, NCS students participate alongside their Chinese-speaking peers, enhancing opportunities for cross-cultural communication and collaborative learning.

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 the School Anniversary. Through this activity, students not only experienced the artistic beauty of Chinese characters but also enhanced their sense of belonging to the school.

3.3 As part of the school-based curriculum, both Chinese and NCS students jointly participated in multicultural and interdisciplinary learning activities. Encompassing Chinese tea art, Chinese medicine, and the historical culture of Hong Kong's fishing villages, 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 counselling assistance to help them improve both academically and personally.

寶血女子中學

2025-2026 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 名或以上非華語學生的公營學校提供每年 80 至 150 萬元的額外撥款，以支援非華語學生學習中文。我校 2025/26 學年共取錄了 26 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 本校聘請了 1 名教師及 1 名教學助理專責教授非華語學生，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 2025/26 學年，本校共發展了 6 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 在教學安排方面，本校因應非華語學生的學習需要，中文課時段將同級非華語學生抽離進行小組教學，並於閱讀課實施協作教學。同時，中文科與科學科跨學科合作，開展茶藝文化學習活動；此外，亦特別為中三升中四學生增設中文銜接課程，協助學生順暢銜接高中學習。

2.5 課堂以外，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。同時與班主任配合，為班上非華語學生安排朋輩學習夥伴，進行課外合作學習。

2.6 在本校教師指導下，1 名中五非華語學生應考培生愛德思考試局(Pearson Edexcel) GCE A-Level 中文考試並取得 A 級成績；另有 3 名來自中四及中五非華語學生應考 Pearson Edexcel IGCSE 中文考試，分別取得 8 級、7 級及 5 級佳績。全數考生均已考獲「以其他中國語文成績」申請大學聯招的入學資格。

2.7 本校在過往一年為非華語學生在中史、歷史、經濟、地理、公經社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，促進華語學生及非華語生的互動交流：

3.1 在傳統節日前夕，老師會帶領學生參與節慶學習活動，例如：猜燈謎、寫春聯等，引導學生了解中華傳統習俗和文化。為促進與華語生的交流與共融，學校亦鼓勵非華語學生與華語學生一同參與活動，提供更多同儕協作及溝通的機會。

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「校慶」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，更加深了同學對學校的歸屬感。

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或跨學科學習活動，內容涵蓋茶藝、中醫及漁港歷史文化，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。