Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2025/26 School Year

Name of School: Precious Blood Secondary School

Our school was provided with additional funding by the Education Bureau in the 2025/26 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 2025/26 school year (one or more options can be selected)#:

☑ Appointing 1 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:

☑ Pull-out learning
(Level(s): S1-S5)

☐ Split-class/group learning
(Level(s): _____)

☐ Increasing Chinese Language lesson time
(Level(s): _____)

☑ Co-teaching/In-class support
(Level(s): S1-S3)

☑ Learning Chinese across the curriculum
(Level(s): S2)

☑ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching material.
(Level(s): S1-S5)

☐ Others (please specify):

Other support for Chinese learning:

☑ Chinese learning group(s)
(Level(s): S1 - S3)

☐ Summer bridging course(s)
(Level(s): _____)

☐ Chinese bridging course(s)
(Level(s): _____)

☐ Paired-reading scheme(s)
(Level(s): _____)

☑ Others (please specify):

We organized a series of experiential learning activities, including visits to cultural landmarks, work experience placements, tea appreciation courses, an introduction to Traditional Chinese Medicine, and traditional phoenix coronet craft workshops. These initiatives aimed to deepen students' understanding and appreciation of Chinese culture across its diverse facets.

(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 Chinese and NCS students took part in a Chinese tea art class. During the session, students learnt about the traditional methods of tea-making and the cultural significance behind them. They also gave tea-making demonstrations to each other and shared the experience of tasting authentic Chinese tea, fostering mutual understanding and enjoyment through this meaningful activity.
- Introductory Activity on Chinese Medicine: Students joined an introductory session on Chinese medicine, where they learned about acupressure, the health benefits of tea, and the making of herbal sachets. The activity gave them a first glimpse into the concepts and practices of traditional Chinese medicine.
- S5 "Growing Resilience: Cultivating Good Moods" Planting Activity: Spanning an entire academic year, this activity brought NCS and Chinese-speaking students together to decorate flowerpots, nurture seedlings, transplant plants, and care for them over time. Through collaborating and sharing gardening tips, students developed patience and resilience.

☑ 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):

- "One Student, One Uniformed Group" Programme: Both NCS and Chinese S1 and S2 students are encouraged to join one of the school's uniformed groups, including the Hong Kong Road Safety Patrol, Girl Guides, and Red Cross Youth Units. Through participation, students receive structured training, undertake assessments, and engage in meaningful service-learning opportunities, which help to cultivate discipline, responsibility, and a strong sense of civic duty.
- S1 "Aberdeen Fishing Village Cultural Guided Tour": By providing students with an immersive experience, the tour allowed them to understand the historical culture of Hong Kong's former fishing village, gather writing material, and promote cultural exchange between non-Chinese speaking (NCS) and Chinese-speaking students.

☐ 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) #:

- ☑ 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):

[#: 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.

2025/26 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱： 寶血女子中學

本校在 2025/26 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下
（如適用，請在方格內加上「 」號，並填寫所需資料）：

（一） 本校按非華語學生的學習進度和需要，在 2025/26 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

☑ 聘請 1 名額外教師及 1 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

☑ 抽離學習
（年級：中一至中五）

分組／小組學習
（年級：_____）

增加中文課節
（年級：_____）

☑ 協作／支援教學
（年級：中一至中三）

☑ 跨學科中文學習
（年級：中二）

☑ 採用校本中國語文課程及／或經調適的學與教材料
（年級：中一至中五）

其他（請說明）：

其他學習中文的支援：

中文學習小組
（年級：：_____）

暑期銜接課程
（年級：_____）

中文銜接課程
（年級：_____）

伴讀計劃
（年級：_____）

☑ 朋輩合作學習
（年級：中一至中六）

☑ 導讀學習
（年級：中五至中六）

☑ 其他（請說明）：
舉辦多元化體驗式學習活動，包括：文化景點參觀、工作體驗、茶藝體驗課程、中醫工作初探、鳳冠手作班等，加深同學對不同面向的中華文化的認識。

（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：學生一同參與茶藝課程，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。
- 中醫工作初探學習活動：學習內容涵蓋穴位按摩、茶的療效及香囊製作；探討各類茶葉的健康益處和中草藥的功效，學生通過活動學習如何選擇合適的草藥製作香囊，初步認識中醫的工作及背後文化底蘊。
- 中五「樹毅·栽種好心情」栽種活動：活動為期一學年，非華語學生與華語生一同經歷了裝飾花盆、培苗、移植及栽種活動，共同研究及交流栽種心得，且培養耐心和毅力。

☑ 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）：
- 「一生一制服」計劃：中一及中二的非華語及華語學生均可自由選擇參與其中一個制服團隊，包括「交通安全隊」、「女童軍」及「紅十字隊」；學生在參與的過程中將接受有系統的訓練、進行相關考核，並投入具意義的服務學習活動，從而培養紀律、責任感及良好的公民意識。
  中一「香港仔漁港文化導賞團」：透過親歷其境，讓學生了解香港昔日漁港歷史文化，累積寫作素材，並促進非華語及華語學生文化交流。

其他措施（請說明）：

（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）：

〔#： 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。