

**St. Joseph's College**  
**Non-Chinese Speaking Student Education Support Programme (Annual Report 2020-2021)**

This year, the school has received a grant of \$950,000 from the Education Bureau as educational support for non-Chinese speaking students. Due to the impact of the epidemic, some activities have been carried out online.

**(1) Developing Chinese curriculum for non-Chinese speaking students**

Strategy:

1.1 Development of school-based teaching materials

This year, the school-based teaching materials for non-Chinese speaking Chinese curriculum have been revised and used as supplementary exercises for the non-Chinese speaking students. The main development project of the year has been the promotion of reading related to Chinese culture. Articles about Chinese culture have been added to the teaching materials at all levels for non-Chinese speaking students to learn about Chinese culture.

Outcome:

Two articles about Chinese culture have been added to the school-based teaching materials to enhance the non-Chinese students' understanding of Chinese culture.

**(2) Enhancing students' interest in traditional Chinese culture, and encouraging students to take part in local cultural activities so as to help them integrate into the local culture**

Strategy:

2.1 Visits

Due to the gathering restriction order, visits were re-scheduled to watching Cantonese opera performances to enhance the non-Chinese students' understanding of traditional Chinese art and culture.

Outcome:

Through watching the live performance of Cantonese opera, students were exposed to Chinese historical stories. In addition to realizing the beauty of Chinese opera, students have also strengthened their understanding of Chinese history and culture.

### **(3) Catering for students' specific learning needs**

Strategy:

#### 3.1 Adaptation of teaching materials and examinations

There have been 4 non-Chinese speaking students in S4. The teacher needed to teach two curricula at the same time in the same class. Therefore, the teacher needed to adjust the teaching materials and exam papers. For students with lower level of Chinese proficiency, the writing and reading exam and test papers were adjusted according to their ability.

Outcome:

Students with lower level of proficiency responded positively to the adjusted papers and multiple curricula and revealed that they could benefit considerably in their learning, homework and examinations. Also, their interest and confidence in learning Chinese were enhanced.

### **(4) Assisting students to adapt to school life**

Strategy:

#### 4.1 Peers as Teacher

In the classes with non-Chinese speaking students, some students were selected to serve as “small teachers” to assist the non-Chinese speaking students.

Outcome:

Most Non-Chinese speaking students thought that their “small teachers” were friendly as they helped them integrate into campus life. When they did not understand some Chinese words or sentences, their “small teachers” would immediately serve as their interpreters. When they had difficulties in

doing Chinese assignments, their “small teachers” also took the initiative to help them during recesses or after school. The small teachers were invited by the non-Chinese speaking students to join the scheme. Thus, the small teachers also served as a bridge between the non-Chinese speaking students and the local students.

Strategy:

#### 4.2 Promoting the mentor programme for extracurricular activities

For extra-curricular activities that non-Chinese speaking students had taken part in, senior local classmates or non-Chinese speaking students were appointed mentors to serve as interpreters for the non-Chinese speaking students at gatherings and helped them enjoy the activities of the societies.

Outcome:

The most popular extra-curricular activities for non-Chinese speaking students in our school were those run by the French Club, the Track and Field Club, the swimming team, the basketball team, and the football team. Through the mentor programme, non-Chinese speaking students could participate more actively in extra-curricular activities, and their sense of belonging to the school has been reinforced. Their Cantonese listening and speaking skills have also been improved.

### **(5) Improving reading ability**

Strategy:

#### 5.1 Extensive Reading Award Programme

Students were required to read at least 5 Chinese books every year so as to learn Chinese characters and pinyin.

Outcome:

A total of 12 students from S1 to S6 had reached the target. The teachers recommended Chinese readers to the students' according to their abilities, arousing students' interest in reading Chinese books.

**(6) Improving the skills in writing Chinese characters**

Strategy:

6.1 Elementary Chinese Calligraphy Class

The Chinese Calligraphy class was cancelled this year due to the impact of the epidemic.

**(7) Improving Chinese verse speaking skills**

Strategy:

7.1 Verse speaking class

The verse speaking class was cancelled this year due to the impact of the epidemic.

**(8) Organizing multicultural activities**

Strategy:

8.1 Multicultural Display on Open Day

The open day was held online this year. Different levels of non-Chinese speaking students were responsible for different duties. S1 and S2 students demonstrated cooking the food of their hometowns: India and the Philippines; S3 students performed Cantonese opera; senior form students organized the activities of the English Society and French Society.

Outcome:

The display showcased a multicultural learning environment to the visitors. Visitors were shown non-Chinese speaking students were not only learning Chinese culture but also able to introduce their own culture to local students. The activities helped promote the integration of different cultures within the campus.

**2020/2021 Income and Expenditure Statement**

Item	Item total value
(A) Approved funding	
(a) Full year	\$950,000
(B) Expenditure	
(a) 2 teaching assistants	\$359,579.9
(b) Chinese teacher	\$552,660
(c) Hire professional services (Chinese calligraphy class, Chinese verse speaking class, verse speaking enrolment fee)	\$0
(d) Purchase of teaching resources (library books, students' textbooks, teachers' reference books)	\$11,511.30
(e) Activities related to constructing an inclusive campus (visits and cultural activities)	\$7,820
(f) Others	\$1,168.06
(B) items total:	\$932,739.26

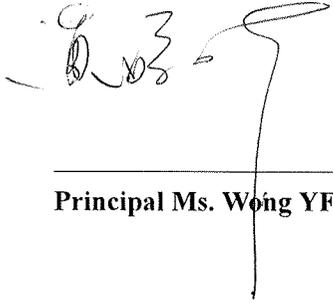
**Balance of the whole grant**

Item	Total value (\$)
(a) Last year's balance	\$187,362.87
(b) This year's balance	\$17,819.24
Total:	\$205,182.11

**Summary:**

Teaching activities in various areas such as curriculum development, understanding of local culture, catering for different learning needs, and cultural integration were designed. The purpose was to consolidate the learning of non-Chinese speaking students in Chinese language, to help them improve their Chinese proficiency and to help them integrate into the Hong Kong society. Due to the epidemic, some activities were cancelled or conducted

online. The school looks forward to developing more diversified activities and teaching strategies in the coming year to reduce the impact of the epidemic on teaching and learning.



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**Principal Ms. Wong YF**