

St. Joseph's College
Non-Chinese Speaking Student Education Support Programme (Annual Report 2021-2022)

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:

Six teaching units 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 attending the Chinese painting and calligraphy exhibition by Ronnie Wong. The purpose of this activity is to enhance the non-Chinese students' understanding of traditional Chinese art and culture.

Outcome:

Through attending the exhibition, students were exposed to Chinese characters and Chinese painting. In addition to realizing the beauty of Chinese painting and calligraphy, students have also strengthened their understanding of Chinese history and culture.

(3) Assisting students to adapt to school life

Strategy:

3.1 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:

3.2 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 Multi-Cultural 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.

(4) Improving reading ability

Strategy:

4.1 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 10 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.

(5) Improving the skills in writing Chinese characters

Strategy:

5.1 Elementary Chinese Calligraphy Class

There were ten Chinese Calligraphy lessons in the year for S1 and S2 NCS students to learn more about Chinese Calligraphy skills.

Outcome:

Students were able to handle the strokes of the Chinese characters and improved their Chinese handwriting. They also learned more about Chinese culture and were able to use Chinese ink brushes to write on red papers during the Chinese New Year.

(6) Improving Chinese painting skills and enhancing Chinese culture knowledge

Strategy:

6.1 Chinese Painting Class

S3 NCS students attended ten lessons for modern Chinese ink paintings this school year. They were able to use Chinese ink brushes and watercolors to draw traditional Chinese tales and legendary characters.

Outcome:

Students learned more about traditional Chinese tales from the class and knew how to use Chinese ink brushes to draw in Chinese painting style.

Students' works were exhibited in the school on open day.

2021/2022 Income and Expenditure Statement

Item	Item total value (\$)
(A) Approved funding	
(a) Full year	\$950,000
(B) Expenditure	
(a) 2 teaching assistants	\$394,565.10
(b) Chinese teacher	\$307,086
(c) Hire professional services (Chinese calligraphy class, Chinese painting class)	\$24278.27
(d) Purchase of teaching resources (library books, students' textbooks, teachers' reference books)	\$8753
(e) Activities related to constructing an inclusive campus (visits and cultural activities)	\$386
(f) Others	\$0
(B) Items total:	\$735,068.37

Balance of the whole grant

Item	Total value (\$)
(a) Last year's balance	\$201088.61
(b) This year's balance	\$214931.63
Total:	\$416020.24

Summary:

Teaching activities in various areas such as curriculum development, understanding of local culture 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.



Principal Ms. Wong YF