

**St. Joseph's College**  
**Non-Chinese Speaking Student Education Support Programme (Annual Report 2022-2023)**

This year, the school has received a grant of \$973,750 from the Education Bureau as educational support for non-Chinese speaking (NCS) 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 NCS students. The main development project of the year has been the promotion of reading related to current issues in Hong Kong. Articles about current issues have been added to the teaching materials at all levels for NCS students to learn about Hong Kong Society.

Outcome: The application of 時事學中文 has been promoted and supplementary exercises about current issues in Hong Kong have been added to the school-based teaching materials to enhance the NCS students' understanding of Chinese culture. Some of them are able to discuss current issues with their classmates and their teachers using the vocabulary they learnt from 時事學中文. As the application of 時事學中文 is free and enables NCS students to self-study, the application will be promoted to all newly admitted students and the NCS students will be required to use the vocabulary in their writing and speaking training in 2023-2024.

**(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 Visit

Three teachers and twenty-nine NCS students visited Tai Kwun and Pottinger Street to get a glimpse of heritage stories from the late 19th century in Hong Kong through the painstakingly restored heritage buildings and large courtyards and to learn the changes of Hong Kong. The purpose of this activity is to enhance the NCS students' understanding of the local history and culture, and to enable them to immerse in Chinese language environment.

Outcome: All participating NCS students were required to complete a worksheet about the architecture of Tai Kwun and the changes of Pottinger Street. Through participating in the visit and completing the worksheet for the visit, the NCS students have strengthened their understanding of the local history and culture and become immersed in Chinese language environment. As their feedback are positive, this type of cultural visit will be organized in 2023-2024. The photos of the visit to Tai Kwun and Pottinger Street will be displayed on open day.

**(3) Assisting students to adapt to school life.**

Strategy: 3.1 Peers as Teacher

In the classes with NCS students, some students were selected to serve as “little teachers” to assist the NCS students.

Outcome: No “little teachers” were appointed to the new S1 NCS students because the school has already arranged S3 Chinese students to be their mentors, helping them academically and socially. For assisting students to adapt to school, the coordinator visited the S1 NCS students' classroom every week to check if they could communicate with their Chinese classmates well. Also, the coordinator often discussed the class affairs with their class teacher. The coordinator frequently communicated with the parents of S1 NCS students,

including talking to them on the phone and on Parents' Day. As the strategy of "Peers as Teacher" was beneficial to the social life of NCS and learning of NCS students in 2021-2022, it will be restored for all newly admitted NCS students in 2023-2024.

Strategy: 3.2 Promoting the mentor programme for extracurricular activities

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

Outcome: The most popular extra-curricular activities for NCS students in our school were those run by the Muti-Cultural Club, the swimming team, the basketball team, and the football team. More than a half of NCS students have joined at least one club or society. More than two-third NCS students have participated in at least one extra-curricular activity. No senior local classmates or NCS students were appointed mentors to serve as interpreters for the NCS students since the NCS students were already mingled with other students in SJC and enjoyed extra-curricular activities. In 2023-2024, all NCS students are suggested to join at least one activity organized by clubs, societies, or Community Service Team.

**(4) To increase students' exposure to Chinese culture.**

Strategy: 4.1 Chinese painting class

The NCS students learn the Chinese culture, such as Chinese myths and Chinese legends, then create modern Chinese ink painting based on their learning.

Outcome: A total of three NCS students from S3 had reached the target. They learnt the Chinese culture, such as Chinese myths and Chinese legends, and the traditional Chinese tales from the class and knew how to use Chinese ink brushes to draw in Chinese painting style. Their works were exhibited in the school on open day.

Strategy: 4.2 Cantonese opera class

The NCS students learn a Chinese value, loyalty to the country, and appreciate the beauty of Cantonese opera throughout learning and practising Cantonese opera.

Outcome: A total of six NCS students from S2 had reached the target. After completion of the course, they could sing a song (Cantonese opera) for their classmates and teachers in the lesson of the course. They acquired knowledge of Cantonese opera, were able to appreciate the beauty of Cantonese opera, learnt Chinese value, loyalty to the country.

**(5) To help students improve the skills of writing Chinese characters.**

Strategy: 5.1 Calligraphy Foundation Class

The NCS students learn and practise Chinese traditional calligraphy.

Outcome: Six S1 NCS 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. Their works were exhibited in the school on open day.

**(6) To help students gain more confidence on Chinese speaking.**

Strategy: 6.1 Chinese choral speaking class

NCS students learn and practise Chinese choral speaking.

Outcome: Due to the hardship of recruiting a Chinese choral speaking tutor, no Chinese choral speaking class has been organized in 2022-2023. In 2023-2024, a recruitment for a Chinese choral speaking tutor will be started before the school year starts.

**(7) To hold multi-cultural activities to help teachers and students know more about different cultures and to promote positive values.**

Strategy: 7.1 Talks, open day stalls, activities organized by the Multi-Cultural Club

NCS students are to introduce their own cultures to teachers, schoolmates, and parents. To set up a Multi-Cultural Club which will organize seminars to promote multi-culturalism.

Outcome: Cooperating with the Chinese speaking students from Tourism & Hospitality Studies Society, all NCS students set up a stall to introduce their own cultures and costumes to schoolmates, parents, and visitors. Five NCS students also performed a Cultural Costume Show on stage. Chinese culture and costume (Hanfu) were introduced alongside the ones of Malaysia, Russia, and Pakistan to promote cultural diversity and racial inclusion in campus. Although the Cultural Costume Show and the stall was a huge success, events of similar scale will not be organized in 2023-2024 due to limited human resources and financial resources.

**2022/2023 Income and Expenditure Statement**

Item	Item total value (\$)
<b>(A) Approved funding</b>	
(a) Full year	\$973,750
<b>(B) Expenditure</b>	
(a) Assistant Teacher	\$274,026.03
(b) Chinese teacher	\$526,010
(c) Hire professional services (Chinese calligraphy class, Chinese painting class and Cantonese Opera Class)	\$25159
(d) Purchase of teaching resources (library books, students' textbooks, teachers' reference books)	\$13,344.89

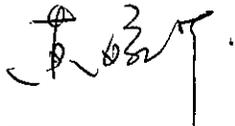
(e) Activities related to constructing an inclusive campus (visits and cultural activities)	\$10,008.89
(f) Others	\$0
(B) Items total:	\$848,548.81

**Balance of the whole grant**

Item	Total value (\$)
Last year's balance (2021-2022)	\$416020.24
(A) This year's Approved funding (2022-2023)	\$973,750
(B) This year's Expenditure (2022-2023)	\$848,548.81
Total:	\$541,221.43

**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. The school looks forward to developing more diversified activities and teaching strategies in the coming year.



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Principal Ms. Wong YF