

2023/24 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：西貢崇真天主教學校(小學部)

本校在 2023/24 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 2023/24 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 2 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：

- | | |
|--|---|
| <input checked="" type="checkbox"/> 抽離學習
(年級： <u>小一至小五</u>) | <input type="checkbox"/> 分組／小組學習
(年級： <u> </u>) |
| <input checked="" type="checkbox"/> 增加中文課節
(年級： <u>小一至小五</u>) | <input checked="" type="checkbox"/> 協作／支援教學
(年級： <u>小一至小二</u>) |
| <input type="checkbox"/> 跨學科中文學習
(年級： <u> </u>) | <input checked="" type="checkbox"/> 採用校本中國語文課程及／或經調適的學與教材料
(年級： <u>小一至小五</u>) |
| <input type="checkbox"/> 其他（請說明）： | |

其他學習中文的支援：

- | | |
|--|---|
| <input checked="" type="checkbox"/> 中文學習小組(逢周三課後)
(年級： <u>小一至小五</u>) | <input type="checkbox"/> 暑期銜接課程
(年級： <u> </u>) |
| <input type="checkbox"/> 中文銜接課程
(年級： <u> </u>) | <input type="checkbox"/> 伴讀計劃
(年級： <u> </u>) |
| <input type="checkbox"/> 朋輩合作學習
(年級： <u> </u>) | <input type="checkbox"/> 導讀學習
(年級： <u> </u>) |
| <input checked="" type="checkbox"/> 其他（請說明）： <u>(逢周一、二、四、五)課後非華語功輔班</u> | |

(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) :

舉辦多元文化活動，讓教師、學生及家長認識不同族裔的文化，例如：節日、習俗等。另每星期於早會時段，由外籍老師帶領非華語學生介紹不同國家的節慶、習俗和食品。

- 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) :

安排非華語學生參與校內義工隊；安排非華語學生與本地學生一起參與校內制服團隊、興趣班、活動或比賽等，增加彼此之合作及交流機會；安排非華語學生與本地學生同儕同班，增加彼此間之交流。

- 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) :

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2792 2246與林敏慧老師聯絡。

Education Support Provided for Non-Chinese Speaking (NCS) Students
School Support Summary for
the 2023/24 School Year

Name of School: Sai Kung Sung Tsun Catholic School (Primary Section)

Our school was provided with additional funding by the Education Bureau in the 2023/24 school year. With reference to school-based circumstances, we provided support for our NCS students and assigned a dedicated team to coordinate relating matters. Details are as follows:

(1) With reference to the learning progress and needs of NCS students, our school adopted the following modes to enhance the support for learning of Chinese of NCS students in the 2023/24 school year :

- Appointing 1 additional teacher and 2 teaching assistants to support the learning of Chinese of NCS students.

In-class support provided in Chinese Language lessons:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Pull-out learning
(Levels: <u> P.1 to P.5 </u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Levels: <u> P.1 to P.5 </u>) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level: <u> P.1 to P.2 </u>) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Levels: <u> P.1 to P.5 </u>) |

Others (please specify): _____

Other support for Chinese learning:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s) on every Wednesday after school
(Level(s): <u> P.1 to P.5 </u>) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |
| <input checked="" type="checkbox"/> Others: <u>Non-Chinese Students Homework Tutorial Class - every day after school except Wednesdays</u> | |

(2) Our school's measures for creating an inclusive learning environment included:

- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions:

Organize multicultural activities to allow teachers, students and parents to understand the cultures of different ethnic groups, such as festivals, customs, etc. In addition, during the morning assembly every week, NET teacher will lead non-Chinese speaking students to introduce the festivals, customs and foods of different countries.

- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school:

Provide opportunities for non-Chinese speaking students to join the voluntary services in school. Encourage non-Chinese speaking students to join the uniform groups, interesting classes, extra-curricular activities and competitions with the local students; Arrange non-Chinese speaking students and local students in the same class in order to provide opportunities for them to learn and interact during the lessons.

(3) Our school's measures for promoting home-school cooperation with parents of NCS students included:

- Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.
- Discussing the learning progress (including learning of Chinese) of NCS students 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 students with information on school choices/further studies/career pursuits for their children

For further enquiries about the education support our school provides for NCS students, please contact Miss A. Lam at 2792 2246.