

**2022/23 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 2022/23 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：

(一) 本校按非華語學生的學習進度和需要，在 2022/23 學年採用以下方式加強支援他們的中文學習：

聘請 **1** 名額外教師及 **2** 名教學助理，以支援非華語學生學習中文。

中文科課堂上提供的支援：

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|---|---|
| <input checked="" type="checkbox"/> 抽離學習<br>(年級： <u>小一至小六</u> )   | <input type="checkbox"/> 分組／小組學習<br>(年級：_____)  |
| <input checked="" type="checkbox"/> 增加中文課節<br>(年級： <u>小一至小六</u> ) | <input checked="" type="checkbox"/> 協作／支援教學<br>(年級： <u>小一</u> )                       |
| <input type="checkbox"/> 跨學科中文學習<br>(年級：_____)                    | <input checked="" type="checkbox"/> 採用校本中國語文課程及／或<br>經調適的學與教材料<br>(年級： <u>小一至小六</u> ) |
| <input type="checkbox"/> 其他（請說明）：_____                            |   |

其他支援：

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 中文學習小組(逢周三課後)<br>(年級： <u>小一至小六</u> ) | <input type="checkbox"/> 暑期銜接課程<br>(年級：_____) |
| <input type="checkbox"/> 中文銜接課程<br>(年級：_____)                            | <input type="checkbox"/> 伴讀計劃<br>(年級：_____)   |
| <input type="checkbox"/> 朋輩合作學習<br>(年級：_____)                            | <input type="checkbox"/> 導讀學習<br>(年級：_____)   |
| <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：

- 翻譯主要學校通告／學校網頁的重要事項
- 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）：  
安排教師參與相關講座、研討會或工作坊；安排非華語學生輪流於班內介紹自己的國家的習俗、節慶或本土食品。
- 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）：  
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(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）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 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）
- 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）：  
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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) Student(s)**  
**School Support Summary**  
**for the 2022/23 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 2022/23 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 2022/23 school year:

- Appointing 1 additional teacher and 2 teaching assistants to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Pull-out learning<br>(Level(s): <u> P.1 to P.6 </u> )                       | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )  |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): <u> P.1 to P.6 </u> ) | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u> P.1 </u> )  |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )                           | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u> P.1 to P.6 </u> ) |
| <input type="checkbox"/> Others (please specify): _____   |  |

Other support:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>- on every Wednesday after school<br>(Level(s): <u> P.1 to P.6 </u> )     | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )  | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): _____ )  |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____ )   | <input type="checkbox"/> Guided reading<br>(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:
- Translating major school circulars/important matters on school intranet/app.
  - Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions:  
All the Chinese teachers are recommended to participate in relevant lectures, seminars or workshops; Provide opportunities for non-Chinese speaking students to introduce their own countries to the local students during speaking lessons.
  - 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):  
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 student(s) included:
- Appointing assistants who can speak English and/or other language(s) facilitating the communication with parents of NCS students
  - Discussing the learning progress (including learning of Chinese) of NCS students with their parents on a regular basis
  - 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.