

2024/25 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：東華三院徐展堂學校

本校在 2024/25 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 2024/25 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 1 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：

- | | |
|--|--|
| ☐ 抽離學習
（年級：_____） | ☒ 分組／小組學習
（年級： <u>小三</u> ） |
| ☐ 增加中文課節
（年級：_____） | ☒ 協作／支援教學
（年級： <u>小一、小二、小三、小六、中一、中六</u> ） |
| ☒ 跨學科中文學習
（年級： <u>小一、小二、小三、小六、中一、中六</u> ） | ☒ 採用校本中國語文課程及／或經調適的學與教材料
（年級： <u>所有年級</u> ） |
| ☐ 其他（請說明）： | |

其他學習中文的支援：

- | | |
|---|---|
| ☐ 中文學習小組
（年級：_____） | ☐ 暑期銜接課程
（年級：_____） |
| ☐ 中文銜接課程
（年級：_____） | ☐ 伴讀計劃
（年級：_____） |
| ☐ 朋輩合作學習
（年級：_____） | ☐ 導讀學習
（年級：_____） |

為每個非華語學生設計個別化教育計劃，重點支援其

- ☒ 其他（請說明）：中文學習。

(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）：

於試後活動週舉辦「文化共融嘉年華」，包括體驗韓國童年遊戲、製作捕夢網、體驗拇指琴及曼陀羅畫創作，讓全校學生一同參與及認識多元文化，促進文化共融。

此外，學校於專業發展日中以「認識多元文化」為主題舉辦了工作坊，讓全校教職員一同學習印地語、烏爾都語、尼泊爾語及他加祿語中的常用字句，例如「謝謝」、「再見」等，並認識不同文化的節慶、宗教及飲食習慣，提高教職員的多元文化及宗教敏感度。

- ☒ 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）：

讓非華語學生與華語同儕一同參與教育局公益少年團舉辦的「環保為公益——清潔大聯盟籌款樂」活動、聯校運動會、聯校藝術發展日及姐妹學校交流團。

於校內英語活動週中，鼓勵全校學生於午膳小息期間運用英語進行交流，增加華語同儕學習和運用英語的機會，促進華語同儕與非華語學生一起學習和交流。

- ☒ 其他措施（請說明）：

向教師闡釋校內各非華語學生之文化背景及宗教信仰，講解注意事項，提升教師的宗教敏感度，方便更適切地照顧和教導非華語學生。

(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）：

提供英語版本之成績表，及因應需要在家長日和學校講座期間提供即時傳譯。

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

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 2875 3077（電話號碼）與 陳敏章主任（聯絡人姓名）聯絡。

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2024/25 School Year

Name of School: TWGHs Tsui Tsin Tong School

Our school was provided with additional funding by the Education Bureau in the 2024/25 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

- (1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2024/25 school year (one or more options can be selected)#:

- ☒ Appointing 1 additional teacher(s) and 1 teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| ☐ Pull-out learning
(Level(s): _____) | ☒ Split-class/group learning
(Level(s): <u>P3</u>) |
| ☐ Increasing Chinese Language lesson time
(Level(s): _____) | ☒ Co-teaching/In-class support
(Level(s): <u>P1, P2, P3, P6, S1, S6</u>) |
| ☒ Learning Chinese across the curriculum
(Level(s): <u>P1, P2, P3, P6, S1, S6</u>) | ☒ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>All</u>) |

- ☐ Others (please specify):

Other support for Chinese learning:

- | | |
|--|---|
| ☐ Chinese learning group(s)
(Level(s): _____) | ☐ Summer bridging course(s)
(Level(s): _____) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☐ Paired-reading scheme(s)
(Level(s): _____) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided reading
(Level(s): _____) |
- ☒ Others (please specify): IEP for all NCS students to improve their Chinese.

- (2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

'Cultural Integration Carnival' was held as a post-event for all students participating in to learn more about different cultures. Various activities were planned, as Korean traditional games experience, dream catcher D.I.Y., playing the Kalimba and creation of Mandala Art.

Also, the school held a workshop themed 'Cultural & Ethnic Background of HK Ethnic Minorities' during the Professional Development Day, teaching all staff common phrases in Hindi, Urdu, Nepali, and Tagalog, such as 'thank you' and 'goodbye'. The workshop also covered different traditional festivals, religions, and living habits to enhance our sensitivity to diverse cultures and religions.

- ☒ 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) (please specify):

We engaged our NCS students to learn and interact with their Chinese-speaking peers by participating in '2024/25 Greening for the Chest - Cleaning for Charity' held by CYC, joint-school Sports Day, joint-school Arts Development day and sister school exchange tours.

During the English Week at the school, all students were encouraged to communicate in English during lunch breaks to increase opportunities for Chinese-speaking peers to learn and use English, fostering interaction between Chinese-speaking and non-Chinese-speaking students.

- ☒ Other measure(s) (please specify):

Teachers were informed the ethnic and cultural background of all NCS students and explained with the precautions to raise their sensitivity to diverse cultures and religions, so that NCS students can be treated and taught properly.

- (3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- ☒ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.
- ☒ Discussing the learning progress (including learning of Chinese) of NCS student(s) 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 student(s) with information on school choices/further studies/career pursuits for their children
- ☒ Other measure(s) (please specify):

English version of transcripts is provided. Simultaneous interpreting is provided during Parents' Day and School talks if needed.

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Chan Man Cheung (Name of Contact Person) at 2875 3077 (Tel. No.).