

(二) 本校建構共融校園的措施包括（可選多於一項）#：

- ☐ 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）：
____本地文化遊、中文硬筆書法比賽、茶藝班、非華語學生中文寫作及才藝比賽____
- ☒ 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）：
____球隊訓練、圖書館管理員、工作影子實習計劃____
- ☐ 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）#：

- ☒ 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
- ☒ 向非華語學生的家長解釋和強調子女學好中文的重要性
- ☐ 其他措施（請說明）：

[#： 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 2445 8899 與江小明老 / 林少莉老師聯絡。

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)

School Support Summary

for the 2020/21 School Year

Name of School: TYYY MFBM NEI MING
CHAN LUI CHUNG TAK MEMORIAL COLLEGE

Our school was provided with additional funding by the Education Bureau in the 2020/21 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 2020/21 school year (one or more options can be selected)#:

- ✓ Appointing 1.5 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): <u>F.1-F.6</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | ✓ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>F.1-F.6</u>) |

☐ Others (please specify): _____

After-school/after-class support:

- | | |
|---|--|
| ✓ Chinese learning group(s)
(Level(s): <u>F.1-F.6</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 story reading
(Level(s): _____) |

☐ Others (please specify): _____

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

☐ Translating major school circulars/important matters on school webpage

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

Local Cultural Tour, Hard Calligraphy Competition, Tea Art Class, Chinese Talent Competition for Non-Chinese Speaking Students

✓ 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):

Sports Team Training, Students Librarian, Job shadowing etc.

☐ Other measure(s) (please specify):

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

✓ Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)

✓ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis

✓ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children

✓ Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

☐ Other measure(s) (please specify):

[#: 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 Ms. Kong Siu Ming / Ms. Lam Siu Lee at 2445 8899.

甲、學習中文情況

一、背景及理念

在香港定居的非華語學生與其他本地學生，同樣是香港社會的下一代。非華語學生入讀本校，要適應使用中文與他人溝通，並藉此融入社會生活，本校希望為他們建立一個和諧的校園生活，並為他們投身社會作好準備。

二、宗旨及目標

宗旨：建立非華語學生優良的中文學習環境，為日後學習生活及工作作準備

- 目標：
1. 密集中文學習，豐富語文環境
 2. 課後提供輔導，做好過渡銜接
 3. 善用診斷工作，配合學習需要
 4. 提供活動經歷，強化學習情境

三、中文課上課安排

使用中國語文課程第二語言學習架構校內評估工具診斷學生的能力程度，為有需要的非華語學生提供適切的校本課程。抽離式學習讓不同的學生有不同的學習切入點，以期促成學生透過小步子學習，盡快融入主流課程。

四、中文調適課程的考試安排

學校為抽離學習的非華語學生提供適切的中國語文科考試，而相關非華語學生的中文科成績將不納入成績表的平均分內計算。

因應學生學習進程的不同，學生於高中時將報考英國國際普通中學教育文憑考試(IGCSE)，以提供多元出路。

五、輔導安排

因應學生的學習需要，學校會為學生安排課前或課後輔導，以增加學生學習中文的機會。

乙、共融活動

本校會為非華語學生舉辦不同類型的活動，例如：文化遊、節日慶祝、茶藝班等，讓學生在融和的學習氛圍下認識香港及融入主流社會，營造愉快學習環境。

A、Chinese Language Learning

1. Background and Vision

Just like all other local students, non-Chinese speaking students residing in Hong Kong are also the next generation of Hong Kong society. NCS students are expected to adapt to the use of Chinese to communicate with others and integrate into society. Our school hopes to build a harmonious campus life for them and equip them with the skills for the future.

2. Aims and Objectives

Aims: To build an excellent Chinese learning environment for NCS students and prepare them for further studies and work.

Objectives:

1. To enrich the language environment by adopting intensive Chinese learning
2. To provide after-school tutorials to facilitate smooth transition
3. To utilize the diagnostic tools so as to meet their learning needs
4. To provide various activities to enhance their learning experience

3. Arrangement of Chinese language lessons

Our school uses the Chinese Language Curriculum Second Language Learning Framework school-based assessment tools to diagnose students' proficiency levels and provide appropriate school-based curriculum for the NCS students in need. Pull-out Chinese language classes allow different students to have different learning entry points with a view to bridging NCS students to mainstream Chinese Language classes as early as possible through small steps of learning.

4. Examination Arrangements

Our school will provide appropriate Chinese language examinations for NCS students and their results will not be taken into account in the average score of the report card.

Depending on the student's learning process, students will take the International General Certificate of Secondary Education (IGCSE) when they are in senior form.

5. Tutoring Arrangements

To cater for students' diverse learning needs, pre-class and after-school tutorials will be arranged to enhance their opportunities of learning Chinese.

B、Inclusive Activities

Various activities such as cultural tours, festival celebrations, tea culture courses, etc. will be organized for NCS students to create a pleasant learning environment for them to learn about Hong Kong and integrate into the mainstream society through a harmonious learning atmosphere.