

Education Support Provided for Non-Chinese Speaking (NCS) Students
School Support Summary
for the 2021/22 School Year

Name of School: Diocesan Boys' School Primary Division

Our school was provided with additional funding by the Education Bureau in the 2021/22 school year. With reference to school-based circumstances, we provided support for our NCS students and assigned a dedicated teacher/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 2021/22 school year:

- Appointing 0.5 additional teacher and 2 teaching to support the learning of Chinese of NCS students.

In-class support provided in Chinese Language lessons:

- | | |
|---|--|
| <input type="checkbox"/> Pull-out learning
(Levels: _____) | <input type="checkbox"/> Split-class/group learning
(Levels: _____) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Levels: <u>G4-6</u>) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Levels): <u>G4-6</u>) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Levels: <u>G1-4</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Levels: <u>G1-6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <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): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |

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

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions:
 - 1.Cultural diversity display banner
 - 2.School calendar for cultural diversity
 - 3.Chinese calligraphy course
 - 4.Chinese Rainbow calligraphy course
 - 5.Introduction of intangible culture heritage-dough figurine sculpture
 - 6.Go culture course
 - 7.South-Asia cultural sharing
 - 8.Non-Chinese speaking students' difficulties in learning Chinese
- 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):

- Other measure(s) (please specify):

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

- Appointing assistants who can speak English and/or other languages 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
- Explaining to parents of NCS students 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 students, please contact Ms. Livia Liu at 31594200.

2021/22 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： 拔萃男書院附屬小學

本校在 2021/22 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 2021/22 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 0.5 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：

- | | |
|--|--|
| <input type="checkbox"/> 抽離學習
(年級：_____) | <input type="checkbox"/> 分組／小組學習
(年級：_____) |
| <input checked="" type="checkbox"/> 增加中文課節
(年級： <u>四至六年級</u>) | <input checked="" type="checkbox"/> 協作／支援教學
(年級： <u>四至六年級</u>) |
| <input checked="" type="checkbox"/> 跨學科中文學習
(年級： <u>一至四年級</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>一至六年</u>) |
| <input type="checkbox"/> 其他（請說明）：_____ | |

課後提供的支援：

- | | |
|---|---|
| <input type="checkbox"/> 中文學習小組
(年級：_____) | <input type="checkbox"/> 暑期銜接課程
(年級：_____) |
| <input type="checkbox"/> 中文銜接課程
(年級：_____) | <input type="checkbox"/> 伴讀計劃
(年級：_____) |
| <input type="checkbox"/> 朋輩合作學習
(年級：_____) | <input type="checkbox"/> 故事導讀
(年級：_____) |
| <input type="checkbox"/> 其他（請說明）：_____ | |

(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）：
 1. 多元文化展板
 2. 校園共融掛曆
 3. 毛筆書法班
 4. 彩虹書法班
 5. 非物質文化遺產介紹
 6. 圍棋文化班
 7. 南亞文化介紹
 8. 多元文化背景人士學習中文的困難與挑戰
- 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）：

- 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 31594200 與劉巍老師聯絡。