

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2020/21 School Year

Name of School: Sir Ellis Kadoorie Secondary School (West Kowloon)

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 2.5 additional teacher(s) and 2 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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>S.1-6</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>S.1-4</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>S.1-5</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>S.1</u>) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)
(Level(s): <u>S.1-6</u>) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>S.1-6</u>) | <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 (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):

Morning assembly and public speech were held — Introducing the customs and festivals of China and South Asian countries, the Mid-Autumn Festival celebration and writing Fai Chun activities were held by Chinese Club. In addition, the NCS Chinese Department has implemented the “Cross-curricular and Cross-Group Learning Plan—Starting from Picture Books to Explore Hong Kong under the Epidemic”. An exhibition “Celebrate Together: Traditional Festivals and Hong Kong Society” and a quiz game “Cultural Harmony” were also held. Students were also arranged to participate in the “Tai O Cultural and Ecological Trip”.

- 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):

To arrange S1 and S2 NCS students to participate in uniform teams such as the Scout, Red Cross and Aviation Youth Army; also arrange students to participate in the “Dare · Think Campus Designer Training Course” , “Dare · Think Community Designer Training Forum”, “Dare · Different Community Design Project Practice Plan” and “Eat Healthy Plan”. In addition, students are also arranged to participate in community services “Volunteer Training Program and Outreach Volunteer Service Activities” organized by Christian Action. Students are also arranged to participate in “Peace Farm — Peaceful Youth Leadership Training Program”. We also organize joint school social service projects together with the social service team of Kowloon Technical School.

- 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 Assistant Principal Mr. Chan Chi Man at 25761871.

2020/21 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：官立嘉道理爵士中學(西九龍)

本校在 2020/21 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 2020/21 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 2.5 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>中一至中六</u> ） | <input type="checkbox"/> 分組／小組學習
（年級：_____） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | <input checked="" type="checkbox"/> 協作／支援教學
（年級：_____） |
| <input checked="" type="checkbox"/> 跨學科中文學習
（年級： <u>中一至中四</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>中一至中六</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 checked="" type="checkbox"/> 暑期銜接課程
（年級：_____） |
| <input checked="" type="checkbox"/> 中文銜接課程
（年級： <u>中一至中六</u> ） | <input type="checkbox"/> 伴讀計劃
（年級：_____） |
| <input checked="" type="checkbox"/> 朋輩合作學習
（年級： <u>中一至中六</u> ） | <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)：
分別舉行了早會短講——介紹中國及南亞國家習俗及節日、_中文學會抗疫復課賀中秋活動、寫揮春活動，並於非華語學生中文科推行「跨學科跨組別學習計劃——從繪本出發，探討疫情下的香港」；又舉辦了「普天同慶:傳統節慶與香港社會」展覽及「文化共融」攤位問答遊戲，更安排學生參加「澳水漁風大澳漁村生趣之旅」。
- 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)：
分別安排中一、二級非華語學生參與童軍、紅十字會及航空青年軍等制服團隊；又安排學生參加童協基金舉辦的「敢·想——校園設計師培訓課程」、「敢·想——社區設計師培訓論壇」、「敢·不同——社區設計項目實踐計劃」及「食得健康計劃」。此外，亦安排學生參予基督教勵行會舉辦社區服務——「義工培訓計劃及外展義工服務活動」，以及安排學生參加「和平農莊——和平青年領袖訓練計劃」。本校亦跟九龍工業學校社會服務組合辦聯校社會服務計劃。
- 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

[# : 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 25761871 與陳志文副校長聯絡。