

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 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 2022/23 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 2022/23 school year (one or more options can be selected)#:

- Appointing 2 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 type="checkbox"/> Pull-out learning
(Level(s): _____) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>S.1-6</u>) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>S.4-5</u>) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>S.1-6</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>S.1-6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

Other 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 reading
(Level(s): _____) |
| <input checked="" type="checkbox"/> Others (please specify): <u>Chinese classes for newly arrived NCS students</u> | |

(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):

Arrange for NCS students and Chinese-speaking students to be the emcees of the flag-raising ceremony and to give presentations in the morning assembly - introduction on customs, festivals and the development of China and South Asian countries. Chinese Society Mid-Autumn Festival poetry competition activities, Chinese Week and writing activities, and implemented the "Interdisciplinary and Cross-Group Learning Program" in the Chinese Language for NCS Students, such as travelling to To Kwa Wan and participating in the "Traveling through the 18 Districts - Reminiscing" community promotion program held by joint government secondary school. We create more contexts for students to learn Chinese through cross-curricular and cross-group learning activities to promote cultural integration and joint school activities.

NCS and Chinese-speaking students were also arranged to participate in the "Youth and Multi-ethnic Mainland-Guangdong Innovation and Technology Exchange Tour" organized by the Yau Tsim Mong District Office, Yau Ma Tei Neighborhood Association, the Mong Kok District Junior Police Call and the Yau Tsim Mong District School Liaison Committee effectively promotes mutual understanding, builds an inclusive campus life, and promotes cultural integration.

- 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):

Set up the flag-raising marching team and the national flag-raising emcee team; arrange NCS and Chinese-speaking students to participate in the Inter-school Chinese Foot-drill Competition. Arrange the NCS students and Chinese students to be the emcees of the Inter-school Chinese Foot-drill Competition cum Prize-presentation Ceremony. to promote the collaboration between NCS students and Chinese speaking students. Visited elderly centres and made handicrafts for older people, and arranged for NCS students from Secondary 1 to Secondary 3 to participate in uniformed teams such as Scouts, Red Cross and Air Youth Corps, broadened students' learning horizons and created opportunities for students to care about the community and give back to the society. And arrange for students to participate in the "Dare to Think -

Campus Designer Training Course", "Dare to Think - Community Designer Training Forum", "Dare to Be Different - Community Design Project Practice Plan", and "Create. Change—Teacher and Student Leaders Training Course". In addition, students are also arranged to participate in community service organized by Christian Action - "Volunteer Training Program and Outreach Volunteer Service Activities", Integration - "Leadership Training Program" organized by the Support Service Center for Ethnic Minorities. Students are arranged to participate in the Community Service Project Competition 2023 organized by VQ Foundation and other related activities.

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, 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):

[#: 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.

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： 官立嘉道理爵士中學(西九龍)

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（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 2022/23 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 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 type="checkbox"/> 抽離學習
（年級：_____） | <input type="checkbox"/> 分組／小組學習
（年級： <u>中一至中六</u> ） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | <input checked="" type="checkbox"/> 協作／支援教學
（年級： <u>中四至中五</u> ） |
| <input checked="" type="checkbox"/> 跨學科中文學習
（年級： <u>中一至中六</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）： _____ | |

其他支援：

- | | |
|---|--|
| <input type="checkbox"/> 中文學習小組
（年級：_____） | <input checked="" type="checkbox"/> 暑期銜接課程
（年級： <u>中一</u> ） |
| <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"/> 導讀學習
（年級：_____） |
| <input checked="" type="checkbox"/> 其他（請說明）： <u>新來港非華語學生中文班</u> | |

(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）：

安排非華語學生和華語學生擔任升旗禮司儀、參與早會短講、學習成果日一一介紹中國及南亞國家的歷史及發展、中文學會中秋節詩歌對對碰活動、中文週及寫揮春活動，並於非華語學生中文科推行「跨學科跨組別學習計劃」，如遊歷土瓜灣，並參加官立中學舉辦心繫家國「穿梭十八區—撫今追昔」社區推廣計劃，通過聯校活動，促進文化共融；長洲考察，以認識中國文化。通過跨學科及跨組別的學習活動，為學生營造更多學習中文的語境。

又安排非華語及華語學生一起參加由旺角少年警訊、油尖旺民政事務處及油麻地街坊福利會合辦，油尖旺區校長會協辦的「多族裔青少年大灣區·共融科創探索交流團」，有效促進彼此的瞭解，建構共融的校園生活，促進文化共融。

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）：

設立升國旗步操隊、升國旗司儀隊，安排非華語學生和華語學生參加步操隊，參加聯校中式步操比賽；安排升國旗司儀隊擔任心繫家國官立聯校中式步操比賽頒獎禮司儀，讓非華語學生及華語學生同儕接受訓練、主持升國旗儀式及擔任聯校活動的司儀，促進非華語學生及華語學生協作能力。舉辦「長者認知障礙工作坊」、探訪鄰舍中心活動及製作手工藝品送贈老人院長者，又安排中一至中三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，擴闊了學生學習視野，締造機會給予學生關心社區，回饋社會。並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「創·變——師生領袖培訓課程」。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」、融匯——少數族裔人士支援服務中心舉辦的「領袖培訓計劃」，及願景基金會「十面埋伏」社會創新服務大賽的 2023 等活動。

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），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）：

[#： 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。