

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：香港教育大學賽馬會小學

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 1 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>六年級</u> ） | <input type="checkbox"/> 分組／小組學習
（年級： <u> </u> ） |
| <input type="checkbox"/> 增加中文課節
（年級： <u> </u> ） | <input checked="" type="checkbox"/> 協作／支援教學
（年級： <u>一、二、三、六年級</u> ） |
| <input type="checkbox"/> 跨學科中文學習
（年級： <u> </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、二年級</u> ） |
| <input checked="" type="checkbox"/> 其他（請說明）： <u>2022/23 年度，本校共有 16 位非華語生，分佈在 5 個不同年級，學習差異較大，較適宜安排他們同儕同班學習。</u> | |

其他支援：

- | | |
|--|---|
| <input checked="" type="checkbox"/> 中文學習小組-
（年級： <u>一、二、三年級</u> ） | <input type="checkbox"/> 暑期銜接課程
（年級： <u> </u> ） |
| <input type="checkbox"/> 中文銜接課程
（年級： <u> </u> ） | <input checked="" type="checkbox"/> 伴讀計劃
（年級： <u>一至六年級</u> ） |
| <input type="checkbox"/> 朋輩合作學習
（年級： <u> </u> ） | <input type="checkbox"/> 導讀學習
（年級： <u> </u> ） |
| <input checked="" type="checkbox"/> 其他（請說明）： <u>香港教育大學「非華語生學中文——以中史動畫為基礎」學生小組訓練。</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) :
20 周年校慶多元學習成果展: 中西文化薈萃市集——中國書法攤位活動、看 STEAM 動畫讀故事學語文攤位、中華文化跨學科各級成果展示、The Super Academy 校慶英語音樂劇等。
- 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) :
本校安排非華語學生參與 JCPS 義工團、少年警訊、公益少年團、風紀、英文大使、健康校園大使、課室秩序大使及環保領航員, 以提升學生的領導才能。
此外, 非華語學生亦參與不同的體育、藝術及科學活動, 以發展潛能。例如: 游泳校隊、足球校隊、田徑校隊、籃球校隊、「高 Fun 小球手」高爾夫球計劃、英語音樂劇、藝術探索、Kudo 遊戲、STEAM 及 Minecraft 等。
- 其他措施 (請說明) :
本校積極鼓勵非華語學生透過參加校內外比賽, 包括朗誦、書法、寫作、體育和藝術等不同項目的比賽, 以展示個人才華, 提升自信。

(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 2948 1122 與孫夢琦主任聯絡。

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year**

Name of School: The Education University of Hong Kong Jockey Club Primary School

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 1 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>P.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): <u>P.1, P.2, P.3, P.6</u>) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>P.1, P.2</u>) |

- Others (please specify): In the 2022/23 school year, there were 16 NCS students from across five grades in our school. Due to great learning differences, it is more appropriate for them to study with their peers in the same class.

Other support:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>P.1, P.2, P.3</u>) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>P.1 to P.6</u>) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |

- Others (please specify): "Learning Chinese for Non-Chinese Speaking Students - Based on the Animated Chinese History for Curious Minds series" from The Education University of Hong Kong -- student training in groups.

(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):

On the School's 20th Anniversary Open Day, there were booth activities such as Chinese calligraphy in the Chinese and Western cultural bazaar, and Learning Chinese through STEAM animation. We also showcased the Learning Outcome of the cross-curricular week with the theme of Chinese Culture. The 20th School Anniversary English Musical, The Super Academy was also put on stage.

- 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):

Our school arranged NCS students to take up roles as members of JCPS Volunteer Teams, the Junior Police Call and Community Youth Club, prefects, English Ambassadors, Healthy Campus Ambassadors, Classroom Discipline Ambassadors, and Environmental Navigators, to enhance students' leadership.

In addition, NCS students also participated in different sports, arts and science activities to realise their potential. For example, the school swimming team, school football team, athletics team, basketball team, Go Fun Junior Golf Development Programme, the English musical, art exploration, Kudo games, STEAM and Minecraft, etc.

- Other measure(s) (please specify):

Our school actively encourages NCS students to demonstrate their talents and enhance their self-confidence by participating in internal and external competitions, such as the Hong Kong Schools Speech Festival, calligraphy, writing, sports and arts.

(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 Ms. Sun Mengqi at 2948 1122.