

**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：愛秩序灣官立小學

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  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<br>(年級： <u> 六年級 </u> )           | <input type="checkbox"/> 分組／小組學習<br>(年級： <u> </u> )   |
| <input checked="" type="checkbox"/> 增加中文課節<br>(年級： <u> 小一,小二,小三,小四 </u> ) | <input checked="" type="checkbox"/> 協作／支援教學<br>(年級： <u> 小一,小二,小三,小四 </u> )                    |
| <input type="checkbox"/> 跨學科中文學習<br>(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材料<br>(年級： <u> 小一、小二、小三、小四、小六 </u> ) |
| <input type="checkbox"/> 其他（請說明）： <u> </u>                                |   |

課後提供的支援：

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> 中文學習小組<br>(年級： <u> 小一、小二、小三、小四、小六 </u> ) | <input type="checkbox"/> 暑期銜接課程<br>(年級： <u> </u> )                         |
| <input type="checkbox"/> 中文銜接課程<br>(年級： <u> </u> )                           | <input checked="" type="checkbox"/> 伴讀計劃<br>(年級： <u> 小一、小二、小三、小四、小六 </u> ) |
| <input type="checkbox"/> 朋輩合作學習<br>(年級： <u> </u> )                           | <input checked="" type="checkbox"/> 故事導讀<br>(年級： <u> 小一、小二、小三、小四、小六 </u> ) |
| <input checked="" type="checkbox"/> 其他（請說明）： <u> 認識中國歷史人物寫作比賽 </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) :

舉辦共融校園的活動, 例如: 中華文化日、新春聯歡會、一人一花、聖誕聯歡會等。

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- 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) :  
為學生推展同儕互勉計劃, 鼓勵不同族裔的學生互相學習: 安排中文大使、言語大使、愛心學長、數學大使、少年警訊。透過華語學生, 同輩輔導 NCS 學生學習。
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- 其他措施 (請說明) :
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(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) :

透過家長日向非華語學生家長講解其子女的學習進度 (包括中文能力、銜接主流中文課堂的進展等), 以及透過家校合作, 鼓勵非華語學生努力學習。同時, 也為一名有特殊學習需要的非華語學生設計個別學習計劃。

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[ # : 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(25611118)與(羅喜欣老師)聯絡。

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

Name of School: Aldrich Bay Government Primary School

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 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):

(一) 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 2021/22 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<br>(Level(s): <u>P.6</u> )                                      | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )   |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): <u>P.1, P.2, P.3, P.4</u> ) | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>P.1, P.2, P.3, P.4</u> )  |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )                                 | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>P.1, P.2, P.3, P.4, P.6</u> ) |
| <input type="checkbox"/> Others (please specify): _____   |   |

After-school/after-class support:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>P.1, P.2, P.3, P.4, P.6</u> ) | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ )                         |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )                                    | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): <u>P.1, P.2, P.3, P.4, P.6</u> ) |

- Peer cooperative learning (Level(s): \_\_\_\_\_)  Guided story reading (Level(s): P.1, P.2, P.3, P.4, P.6)
- Others (please specify): Knowing Chinese Historical Characters Writing Competition

(二) 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 cultures and religions (please specify):

**Organize activities such as: Chinese Culture Day, Chinese New Year Party, One Person One Flower, Christmas Party, etc.**

- 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 groups or community services) (please specify):

**Promote peer encouragement schemes for students to encourage students of different ethnicities to learn from each other: arrange Chinese Ambassadors, Speech Ambassadors, Caring Seniors, Math Ambassadors, and Junior Police Call. Through Chinese speaking students tutoring NCS students.**

- Other measure(s) (please specify):

(三) 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) facilitate the communication with parents of NCS student(s)
- Discussing the learning progress (including learning of Chinese) of NCS students with their parents on a regular basis
- Providing parents of NCS student(s) with information on school choices/studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for children to master the Chinese language
- Other measure(s) (please specify):

**Through Parent Day, parents of non-Chinese speaking students are informed of their children's learning progress (including Chinese ability, progress in connecting mainstream Chinese classrooms, etc.), with a view to encouraging non-Chinese students to study hard through home-school cooperation. An Individualized Education Program (IEP) was carried out for a non-Chinese speaking student with special learning needs at the same time.**

[#: 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. Law Hi Yan) at (25611118).