

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

Name of School: Yan Oi Tong Tin Ka Ping Primary School

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 team to coordinate relating matters. Details are as follows:

(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 # :

- Appointing 1 teaching assistant to support the learning of Chinese of NCS students.

In-class support provided in Chinese Language lessons:

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

After-school/after-class support:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning groups<br>(Level(s): <u>P.1 、 P.2 、 P.3 &amp; P.5</u> ) | <input checked="" type="checkbox"/> Summer bridging courses<br>(Level(s): <u>P.1 、 P.2 、 P.3 &amp; P.5</u> ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )                                    | <input type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): _____ )                                      |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____ )                                     | <input type="checkbox"/> Guided story reading<br>(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 (please specify):
  - 1) Set up a "Chinese Virtue Class" and a tutorial theme class to teach relevant knowledge in the growth class.
  - 2) Use stories/articles/picture books to internalize Chinese virtues in daily life.
  - 3) Through thematic activities, deepen the understanding of the theme sentence of "Zhu Zi Zhijia Motto"
- 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 assistant(s) who can speak English and/or other language(s) 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 student(s) 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 student(s), please contact Miss Tse Pui Shan at 24571302.

**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： \_\_\_\_\_ 仁愛堂田家炳小學

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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。有關支援由專責小組統籌。詳情如下：

(4) 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 #：

- 聘請 1 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 checked="" type="checkbox"/> 抽離學習<br>(年級： <u>五</u> ) | <input type="checkbox"/> 分組／小組學習<br>(年級： _____ )                    |
| <input type="checkbox"/> 增加中文課節<br>(年級： _____ )             | <input checked="" type="checkbox"/> 入班支援教學<br>(年級： <u>一及五</u> )     |
| <input type="checkbox"/> 跨學科中文學習<br>(年級： _____ )            | <input type="checkbox"/> 採用校本中國語文課程及／或<br>經調適的學與教材料<br>(年級： _____ ) |
| <input type="checkbox"/> 其他（請說明）： _____                     |   |

課後提供的支援：

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> 中文學習小組<br>(年級： <u>一、二、三及五</u> ) | <input checked="" type="checkbox"/> 暑期銜接課程<br>(年級： <u>一、二、三及五</u> ) |
| <input type="checkbox"/> 中文銜接課程<br>(年級： _____ )                     | <input type="checkbox"/> 伴讀計劃<br>(年級： _____ )                       |
| <input type="checkbox"/> 朋輩合作學習<br>(年級： _____ )                     | <input type="checkbox"/> 故事導讀<br>(年級： _____ )                       |
| <input type="checkbox"/> 其他（請說明）： _____                             |   |

(5) 本校建構共融校園的措施包括 #：

- 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) 設「中華美德課」和輔導主題課，於成長課節教授相關課題
  - 2) 利用故事／文章／繪本的讀物，以內化中華美德於日常生活中
  - 3) 透過主題活動，加深認識《朱子治家格言》的主題句

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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）：

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- 其他措施（請說明）：

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(6) 本校向非華語學生家長推廣家校合作的措施包括 #：

- 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）：

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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 24571302 與謝佩珊老師聯絡。