

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

Name of School: St. Paul's School (Lam Tin)

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 students and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows:

(1) With reference to the learning progress and needs of NCS students, our school adopted the following mode to enhance the support for learning of Chinese of NCS students in the 2020/21 school year #:

- ✓ Appointing 1.5 additional teachers and 1 teaching assistant to support the learning of Chinese of NCS students.

In-class support provided in Chinese Language lessons:

- | | |
|--|---|
| ✓ Pull-out learning
(Levels: <u>S1-S5</u>) | ✓ Co-teaching/In-class support
(Levels: <u>S2</u>) |
| ✓ Increasing Chinese Language lesson time
(Levels: <u>S1-S5</u>) | ✓ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Levels: <u>S1-S5</u>) |
| ✓ Learning Chinese across the curriculum
(Levels: <u>S1-S2</u>) | |

After-school/after-class support:

- | | |
|--|--|
| ✓ Chinese learning groups
(Levels: <u>S1-S3</u>) | ✓ Summer bridging courses
(Levels: <u>S1-S3</u>) |
| ✓ Paired-reading schemes
(Levels: <u>S1-S3</u>) | |

(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:

Our school organised for NCS students different cultural activities, such as tie-dyeing and cooking. Group activities with Chinese-speaking students were also

arranged. By participating in these activities, NCS students were able to understand the value of diversity and inclusion; they also learned how to accommodate cultural diversity as well as appreciate and respect different cultures.

- ✓ 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):

NCS students of the senior levels were encouraged to join our school's student leader groups, such as the prefects, in recent years. This provided opportunities for NCS students to collaborate with Chinese-speaking peers by learning together and exchanging ideas. Such arrangement contributed to establishing an inclusive atmosphere, in which everyone could play to their strengths.

(3) Our school's measures for promoting home-school cooperation with parents of NCS students included#:

- ✓ Discussing the learning progress (including learning of Chinese) of NCS students with their parents on a regular basis
- ✓ Providing parents of NCS students with information on school choices/further studies/career pursuits for their children

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS students 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 students, please contact Ms WY Yu at 2347 2991.

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：藍田聖保祿中學

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：

(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 1.5 名額外教師及 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：

- | | |
|----------------------------------|---|
| ✓ 抽離學習
(年級： <u>中一至中五</u>) | ✓ 協作／支援教學
(年級： <u>中二</u>) |
| ✓ 增加中文課節
(年級： <u>中一至中五</u>) | ✓ 採用校本中國語文課程及／或
經調適的學與教材料
(年級： <u>中一至中五</u>) |
| ✓ 跨學科中文學習
(年級： <u>中一、中二</u>) | |

課後提供的支援：

- | | |
|---------------------------------|---------------------------------|
| ✓ 中文學習小組
(年級： <u>中一至中三</u>) | ✓ 暑期銜接課程
(年級： <u>中一至中三</u>) |
| ✓ 伴讀計劃
(年級： <u>中一至中三</u>) | |

(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：
安排不同的文化體驗活動，如紮染、烹飪，跟華語生進行小組活動。非華語生藉參與不同的文化活動，認識多元共融價值觀，並讓參加者學懂包容、欣賞及尊重不同的文化。

✓ 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）：

本校領袖學生團隊，例如：領袖生，近年皆有高年級非華語生參與，跟華語同儕合作，一起學習和交流，建立「共融」氣氛，彼此發揮所長。

(6) 本校向非華語學生家長推廣家校合作的措施包括 #：

✓ 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

[#： 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 2347 2991 與 Ms WYYu 聯絡。