

Information for Non-Chinese Speaking Parents

(中文版本請參看本文件第 4-6 頁)

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

Name of School: Hong Chi Morninglight School, Tuen Mun

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 1.7 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.1, P.3, P.4, S.1-S.3, S.5</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.3, P.4, S.1-S.3, S.5</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.3, P.4, S.1-S.3, S.5</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

Other support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |

- Peer cooperative learning Guided reading
(Level(s): _____) (Level(s): _____)

Others (please specify): To develop individualized learning plans for all NCS students, provide relevant individual counselling classes and after-school support groups, which include Chinese learning.

(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):
- "Let's get to know Vietnam" whole school assembly: teacher introduced Vietnam's general situation, major cities, art and culture, language, etc. A student from Vietnam distributed Vietnamese snacks to every classes, allowing other students to learn more about Vietnam food culture by tasting Vietnamese coconut cakes, mung bean cakes, etc. The teacher observed that the students were interested in this assembly.
- 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):
- Arrange non-Chinese speaking students to participate in after-school interest group activities with their Chinese-speaking peers. As normalcy returns after the epidemic, they also go out to participate in different types of stage performances.
- Other measure(s) (please specify):
- Provided parents with information on community services for non-Chinese speaking people and Education Bureau's non-Chinese speaking parent education activities (English version).
 - Apart from English version, provided Thai and Vietnamese versions of the main information on the school website.
 - Provided interest groups for NCS students. Some interest groups have topics related to Chinese culture, such as "Chinese ink painting", which not only cultivated leisure interests but also enhanced their understanding of Chinese culture.
 - Arranged the "NCS Outdoor Learning Activity Group" to let senior primary and secondary NCS students get to know and use community facilities, to promote their integration to the society through outing activities.

(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):
 - Provided other materials in English, including parent education materials, school electronic instant messages, student unit assessments and academic performance reports.
 - Provided oral translation services during parents' day or parent seminars as needed.
 - Home visits and Warm Calls to understand the family conditions of NCS students and the difficulties parents facing in teaching their children, teachers followed up and provided feasible suggestions.
 - Parents can make appointments with occupational therapist, speech therapist or educational psychologist as needed.
 - Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language.
- [#: 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. Sze Sui Lam at 24551615.

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： _____ 匡智屯門晨曦學校 _____

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）：

(1) 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 1.7 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>P.1, P.3, P.4, S.1-S.3, S.5</u> ） | <input type="checkbox"/> 分組／小組學習
（年級：_____） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | <input checked="" type="checkbox"/> 協作／支援教學
（年級： <u>P.3, P.4, S.1-S.3, S.5</u> ） |
| <input type="checkbox"/> 跨學科中文學習
（年級：_____） | <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>P.1, P.3, P.4, S.1-S.3, S.5</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 type="checkbox"/> 暑期銜接課程
（年級：_____） |
| <input type="checkbox"/> 中文銜接課程
（年級：_____） | <input type="checkbox"/> 伴讀計劃
（年級：_____） |
| <input type="checkbox"/> 朋輩合作學習
（年級：_____） | <input type="checkbox"/> 導讀學習
（年級：_____） |
| <input checked="" type="checkbox"/> 其他（請說明）： <u>為全部非華語學生訂定個別化學習計劃，提供相關的個別輔導及課後支援，當中包括中文學習的元素。</u> | |

- (2) 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）：
 - 「齊來認識越南」週會：由教師介紹越南的概況、主要城市、藝術文化、語言等，由來自越南的學生向同學派發越南食品，讓學生透過品嚐越南椰子餅、綠豆糕等，認識越南飲食文化。教師觀察到學生對於是次主題感興趣。
 - 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）：
 - 安排非華語學生與華語同儕一同參與課後的興趣小組活動，隨著疫後復常，亦有外出參與不同類型的表演。
 - 其他措施（請說明）：
 - 為家長提供非華語社區服務及教育局非華語家長教育活動的資訊(英語版本)。
 - 除英文版外，提供泰文版和越南文版學校網站的主要信息。
 - 為非華語學生提供興趣小組，部分興趣小組的主題與中華文化相關，例如「水墨畫」，在培養閒暇興趣之餘亦增進對中華文化的認識。
 - 安排「非華語社區適應小組」，透過外出活動讓高小及中學部非華語學生認識及使用社區設施，融入社會。
- (3) 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）：
 - 提供英文版本的其他資料，包括家長教育資料、學校電子即時訊息、學生單元評估及學業成績報告等。
 - 因應需要在家長日或家長講座時提供口頭翻譯服務。

- 家訪及 Warm Call，了解非華語學生家庭狀況和家長教導子女上的困難，加以跟進和提供可行建議。
- 家長能按需要約見職業治療師、言語醫療師或教育心理學家。
- 向非華語學生的家長解釋和強調子女學好中文的重要性。

[#： 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 24551615 與施瑞琳主任聯絡。