

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2024/25 School Year

Name of School: Evangel College

Our school was provided with additional funding by the Education Bureau in the 2024/25 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 2024/25 school year (one or more options can be selected)#:

- Appointing 0 additional teacher(s) and 1 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 type="checkbox"/> Pull-out learning (Level(s): _____) | <input checked="" type="checkbox"/> Split-class/group learning (Level(s): <u>P3, 6</u>) |
| <input type="checkbox"/> Increasing Chinese Language lesson time (Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support (Level(s): <u>P1</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>P1, 3, 6</u>) |
| <input type="checkbox"/> Others (please specify): | |

Other support for Chinese learning:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Chinese learning group(s) (Level(s): <u>P1, 3, 6</u>) | <input checked="" type="checkbox"/> Summer bridging course(s) (Level(s): <u>P1, 3, 6</u>) |
| <input type="checkbox"/> Chinese bridging course(s) (Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s) (Level(s): <u>P1</u>) |
| <input checked="" type="checkbox"/> Peer cooperative learning (Level(s): <u>P1, 3, 6</u>) | <input type="checkbox"/> Guided reading (Level(s): _____) |
| <input type="checkbox"/> Others (please specify): | |

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Celebration of Chinese Festivals (In order to arouse NCS students' interest and deepen their understanding of Chinese culture, the origin, legends and customs of different Chinese festivals were introduced via games, cartoon appreciation and craft making.)

- 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):

By participating different activities, e.g. Elderly Service, One Student One Post Service Scheme and various experiential learning activities, all NCS and Chinese-speaking students are able to learn and develop important life skills together.

- Other measure(s) (please specify):

- (3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.

- 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. Low Chi Ying (Name of Contact Person) at 2366 1802 (Tel. No.).

2024/25 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：播道書院

本校在 2024/25 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 2024/25 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 0 名額外教師及 1 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 type="checkbox"/> 抽離學習 （年級： <u> </u> ） | <input checked="" type="checkbox"/> 分組／小組學習 （年級： <u>P3, 6</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>P1</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>P1, 3, 6</u> ） |
| <input type="checkbox"/> 其他（請說明）： | |

其他學習中文的支援：

- | | |
|---|--|
| <input checked="" type="checkbox"/> 中文學習小組 （年級： <u>P1, 3, 6</u> ） | <input checked="" type="checkbox"/> 暑期銜接課程 （年級： <u>P1, 3, 6</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>P1</u> ） |
| <input checked="" type="checkbox"/> 朋輩合作學習 （年級： <u>P1, 3, 6</u> ） | <input type="checkbox"/> 導讀學習 （年級： <u> </u> ） |
| <input type="checkbox"/> 其他（請說明）： | |

- (二) 本校建構共融校園的措施包括（可選多於一項）#：
- 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）：
中國節慶活動(透過影片及遊戲，簡介節日由來和傳統習俗，一起製作手工藝，著學生帶回家與家人共度佳節，向家人介紹節日特色，加深非華語學生和其家人對中華文化的認識。)
 - 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）：
透過舉辦長者義工服務、一人一職服務計劃、多項體驗式學習活動等，讓非華語學生與華語學生一同學習與成長。
 - 其他措施（請說明）：

- (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）#：
- 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
 - 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 羅志瑩老師（電話號碼）與 2366 1802（聯絡人姓名）聯絡。