

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

Name of School: Sharon Lutheran 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 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 2020/21 school year (one or more options can be selected)#:

- Appointing 1 additional teacher(s) and 3 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.2-4</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.1-6</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.2-4</u>) |

Others (please specify): _____

After-school/after-class support:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>P.1-6</u>) | <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): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
- Others (please specify): HKU SPACE (Chinese Language Learning Support Centres, CLLSC) - Student Support Programme, SSP (P.1-6)

(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):

Our school has always been committed to the development of an international culture campus. Through morning sharing, assemblies and life education activities, we help teachers, students and parents to understand and respect different cultures. Each year, we have an assembly focusing on the theme: 'International Culture.' Last year, we shared with students how people celebrate their birthdays in different countries. Since it was also our school's 50th anniversary, we arranged the non-Chinese speaking students to use different languages to say congratulations. This conveyed a sense of harmony and unity. In the Mid-Autumn Festival celebration last year, students were also able to deepen their understanding and appreciation of the Chinese culture by watching videos about the festival and participating in lantern riddles. Furthermore, we provided vegetarian options for lunch box ordering in order to cater for students of different cultural and religious backgrounds.

- 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):

The school provides different extracurricular activities for non-Chinese speaking students to learn and interact with their Chinese-speaking peers in or outside the school. Last year, more than 90% of non-Chinese speaking students participated in uniformed groups or Community Youth Club to serve the school and the community. In addition, the school arranges some senior students to be the 'Caring Angels' to take care of P.1 non-Chinese speaking students. At recess, we set up the 'Happy Wonderland' for non-Chinese speaking students to play and communicate with their peers in Cantonese. All these can help them to adapt to school life as soon as possible.

(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
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- 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 Yip at 23920221.

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：路德會沙崙學校

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（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 2020/21 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 3 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>小二至小四</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>小一至小六</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>小二至小四</u>) |
| <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
(年級： <u>小一至小六</u>) | <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"/> 故事導讀
(年級：_____) |
| <input checked="" type="checkbox"/> 其他（請說明）： <u>香港大學專業進修學院 - 非華語學生學習中文支援中心(中文輔導班)小一至小六</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）：

本校一向致力發展國際文化校園，透過早會、周會及生命教育活動，讓教師、學生及家長多認識及尊重不同的文化。學校每年其中一個周會主題就是「國際文化」，去年學校與學生分享了不同國家慶祝生日的方式；適逢50周年校慶，校方亦安排非華語學生以不同語言和方式向學校祝賀，展現共融文化。另外，學校於去年的中秋慶祝活動，安排學生透過觀看有關中秋節的短片及參與猜燈謎活動，加深學生對中國文化的認識和欣賞。此外，午膳飯盒亦提供素食選擇，以照顧不同文化及宗教背景的學生。

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）：

本校提供不同課外活動讓非華語學生在校內或校外與華語同儕一起學習和交流。去年有超過九成的非華語學生參與不同的制服團隊或公益少年團，服務學校及社區；另外，本校亦設「愛心大使」，安排高年級同學照顧一年級非華語學生，並在學期初教導他們學寫家課冊，及在小息時設「遊戲天地」活動，讓非華語學生多運用廣東話作溝通，以盡快適應校園生活。

(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

[#： 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（23920221）與（葉燕群副校長）聯絡。