

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)  
School Support Summary  
for the 2021/22 School Year**

Name of School: St. Rose of Lima's College

Our school was provided with additional funding by the Education Bureau in the 2021/22 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 2021/22 school year (one or more options can be selected)#:

- Appointing 1 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 checked="" type="checkbox"/> Pull-out learning<br>(Level(s): <u>F.1, F.2, F.3, F.5</u> ) | <input type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )  |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ )          | <input type="checkbox"/> Co-teaching/In-class support<br>(Level(s): _____ )  |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )           | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>F.1, F.2, F.3, F.5</u> ) |
| <input type="checkbox"/> Others (please specify): _____   |  |

After-school/after-class support:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>F.1, F.2, F.3, F.5</u> ) | <input type="checkbox"/> Summer bridging course(s)<br>(Level(s): _____ ) |
| <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 (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):
  - 1. Academic Quiz- Set up questions related to Pakistani or Islamic customs to let the students to know more about multi-culture.
  - 2. Multi-culture game stall (Fun Fair)- Let the local students understand the 'Henna' and multicultural clothing. Encourage the local students to interact with NCS students and parents.
- 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):
  - 1. Hong Kong Island Tram Tour- the NCS students and the local students participated in the activity, completed relevant Chinese studies sheets, enjoyed the beautiful scenery of Hong Kong.
- Other measure(s) (please specify):
  - 1. HKGCC Business-School Partnership Programme 2021/22- Help the NCS students and the local students who studied BAFS to understand the nature of the accounting industry and explore pathways.

(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
- 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 Chung Pak Lam at 23371867.

**2021/22 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： \_\_\_\_\_ 聖羅撒書院 \_\_\_\_\_

本校在 2021/22 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 2021/22 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 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<br>（年級： <u>中一、中二、中三、中五</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 type="checkbox"/> 協作／支援教學<br>（年級：_____）  |
| <input type="checkbox"/> 跨學科中文學習<br>（年級：_____）                        | <input checked="" 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： <u>中一、中二、中三、中五</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<br>（年級： <u>中一、中二、中三、中五</u> ） | <input type="checkbox"/> 暑期銜接課程<br>（年級：_____） |
| <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）： _____                                 |   |

(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）：
  - 1. 學術週問答比賽——設置與巴基斯坦／伊斯蘭習俗有關的問題，讓學生認識多元文化
  - 2. 多元文化攤位(校慶遊藝會) ——讓本地學生了解 Henna 與多元文化的衣着，與非華語學生和家長互相交流。
- 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）：
  - 1. 文化共融迎盛夏(港島電車大館遊) ——非華語及華語同學共同參與活動，完成相關中文習作，欣賞本港美麗風光。
- 其他措施（請說明）：
  - 商校交流計劃讓非華語同學及本地(修讀企業、會計與財務概論)同學了解本港會計及公司治理行業，協助學生生涯規劃。

(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
- 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 23371867 與鍾柏霖聯絡。