

**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：明愛莊月明中學

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<br>（年級：_____）    | <input checked="" type="checkbox"/> 分組／小組學習<br>（年級： <u>S.1,2,3,6</u> ）              |
| <input type="checkbox"/> 增加中文課節<br>（年級：_____）  | <input checked="" type="checkbox"/> 協作／支援教學<br>（年級： <u>S.1,2,3,6</u> ）              |
| <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>S.1</u> ） |
| <input type="checkbox"/> 其他（請說明）：              |                                                                                     |

其他學習中文的支援：

- |                                                                       |                                               |
|-----------------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> 中文學習小組<br>（年級：_____）                         | <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 checked="" type="checkbox"/> 朋輩合作學習<br>（年級： <u>S.1,2,3,6</u> ） | <input type="checkbox"/> 導讀學習<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) #：

- ☒ 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)：

民政事務總署種族關係組舉辦的少數族裔專題講座，向全校師生介紹東南亞國家的文化和風俗，讓本地學生理解非華語學生的生活習慣，互相包容，營造共融校園。另外，非華語學生參與中華文化傳統藝術活動，如書法、茶藝等，讓他們了解中華傳統文化，與本地學生彼此欣賞。

- ☒ 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)：

部份非華語學生參與女童軍、公益少年團和紅十字會等制服團隊，與本地學生一起服務學校和社區。另外，本校提供由辦學團體舉辦的義工服務，如明愛慈善步行籌統、明愛社區義賣活動等。

- ☐ 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)：

由任教非華語學生的班主任協助翻譯學校通告。

[#： 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 25510200 (電話號碼)與 柯冠茵 (聯絡人姓名)聯絡。

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

Name of School: Caritas Chong Yuet Ming Secondary School

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<br>(Level(s): _____)                       | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>S.1,2,3,6</u> )                                                                   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>S.1,2,3,6</u> )                                                                 |
| <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>S.1</u> ) |
| <input type="checkbox"/> Others (please specify):                                     |                                                                                                                                                                   |

Other support for Chinese learning:

- |                                                                                                |                                                                         |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input type="checkbox"/> Chinese learning group(s)<br>(Level(s): _____)                        | <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 checked="" type="checkbox"/> Peer cooperative learning<br>(Level(s): <u>S.1,2,3,6</u> ) | <input type="checkbox"/> Guided 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)#:

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

The Home Affairs Department's Race Relations Unit organized a special lecture on ethnic minorities, introducing the culture and customs of Southeast Asian countries to all students and faculty. This helped local students understand the lifestyles of non-Chinese speaking students, fostering mutual tolerance and fostering an inclusive campus. Furthermore, non-Chinese speaking students participated in traditional Chinese arts activities such as calligraphy and tea ceremony, allowing them to understand traditional Chinese culture and appreciate it together with local students.

- ☒ 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):

Some non-Chinese speaking students participate in uniformed groups such as the Girl Guides, the Community Service Corps, and the Red Cross, serving the school and the community alongside local students. In addition, our school provides volunteer services organized by the school's sponsoring organization, such as organizing the Caritas Charity Walk and the Caritas Community Bazaar.

- ☐ 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):

Class teachers who teach non-Chinese speaking students will assist in translating school notices.

[#: 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 Or kwun-yan (Name of Contact Person) at 25510200 (Tel. No.).