

2025/26 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：中華基督教會基灣小學

本校在 2025/26 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 2025/26 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：

- | | |
|--|---|
| ☒ 抽離學習
（年級： <u>三年級</u> ） | ☐ 分組／小組學習
（年級： <u> </u> ） |
| ☐ 增加中文課節
（年級： <u> </u> ） | ☒ 協作／支援教學
（年級： <u>三年級</u> ） |
| ☐ 跨學科中文學習
（年級： <u> </u> ） | ☐ 採用校本中國語文課程及／或
經調適的學與教材料
（年級： <u> </u> ） |
| ☐ 其他（請說明）： | |

其他學習中文的支援：

- | | |
|---|---|
| ☒ 中文學習小組
（年級： <u>三年級</u> ） | ☐ 暑期銜接課程
（年級： <u> </u> ） |
| ☐ 中文銜接課程
（年級： <u> </u> ） | ☒ 伴讀計劃
（年級： <u>三年級</u> ） |
| ☐ 朋輩合作學習
（年級： <u> </u> ） | ☐ 導讀學習
（年級： <u> </u> ） |
| ☒ 其他（請說明）： <u>樂學組</u> | |

(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)：

本校在2026年2月13日舉辦「中華文化日」，同學及老師在活動當天穿上中國傳統服飾，同時校園亦佈置成中國傳統古代的場景，令校園增添了中華傳統的氣氛。透過不同及具中國文化攤位及展覽，例如：福運傳承拓印站、中國傳統運動攤位、迷你青花瓷製作、彩虹書法體、投壺、扇舞西遊、捶丸初體驗等，讓學生體驗中國傳統文化的精粹及意義。

- ☒ 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)：

安排非華語學生參加樂學組，讓她們與華語學生一起學習，一起遊戲，建立友情，融入校園生活。

- ☒ 其他措施(請說明)：

「大手牽小手」計劃：學校安排兩位四年級學生在午膳活動時輔導她們做功課和朗讀課文及詞語。

(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 25608007 (電話號碼) 與 李明英主任 (聯絡人姓名) 聯絡。

Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the 2025/26 School Year

Name of School: THE INCORPORATED MANAGEMENT COMMITTEE OF THE CHURCH OF CHRIST IN CHINA KEI WAN PRIMARY SCHOOL

Our school was provided with additional funding by the Education Bureau in the 2025/26 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 2025/26 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:

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|--|---|
| ☒ Pull-out learning
(Level(s): <u>P.3</u>) | ☐ Split-class/group learning
(Level(s): _____) |
| ☐ Increasing Chinese Language lesson time
(Level(s): _____) | ☒ Co-teaching/In-class support
(Level(s): <u>P.3</u>) |
| ☐ Learning Chinese across the curriculum
(Level(s): _____) | ☐ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
| ☐ Others (please specify): | |

Other support for Chinese learning:

- | | |
|--|---|
| ☒ Chinese learning group(s)
(Level(s): <u>P.3</u>) | ☐ Summer bridging course(s)
(Level(s): _____) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☒ Paired-reading scheme(s)
(Level(s): <u>P.3</u>) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided reading
(Level(s): _____) |
| ☒ Others (please specify): <u>Fun Learning Group</u> | |

- (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 "Chinese Culture Day" was held on February 13, 2026 to allow students to learn and experience the essences and spirits of traditional Chinese culture through a variety of activities with Chinese characteristics.

- ☒ 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 non-Chinese-speaking students were arranged to participate in the Fun Learning Group, this allowed them to learn and play alongside Chinese-speaking students, helping them build friendships and live harmony campus life.

- ☒ Other measure(s) (please specify):

The "Big Hand Holding Little Hand" program: Two P.4 students assisted them during lunch time, such as doing homework and reading aloud.

- (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 LEE MING YING (Name of Contact Person) at 25608007 (Tel. No.).