

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

Name of School: ISLAMIC KASIM TUET MEMORIAL 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 2 additional teacher(s) and 2 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>F.1-F.6</u>) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>F.1--F.3</u>) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <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>F.1-F.6</u>) |
| <input type="checkbox"/> Others (please specify): | |

Other support for Chinese learning:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>F.4</u>) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): <u>F.1</u>) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)
(Level(s): <u>New arrival Students</u>) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <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):

- Organize activities such as open days and information days to allow students and community members to understand each other and provide opportunities for NCS to use Chinese in their daily life.
- Organize Chinese Week, Islamic Week, Civil Education Week, etc. to increase teachers and students' awareness to cultural difference, cultural integration and provide opportunities for students of different ethnicities to introduce their cultural characteristics to the whole school.

☒ 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):

- Arrange NCS students to participate in uniform teams (Junior Police Call, Girl Guide) and to participate in community service (such as flag selling, beach cleaning, etc.) and provide opportunities for students to contact Chinese-speaking peers.
- Arrange NCS students to go out to visit, so that they can communicate more with the outside world.
- Arrange NCS students participated in different kinds of inter school competitions, so that they can widen their horizons.

☐ 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 Lo Sau Chu at 25709066.

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：伊斯蘭脫維善紀念中學

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 2 名額外教師及 2 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：)

☒ 分組／小組學習
(年級：中一至中六)

☒ 增加中文課節
(年級：中一至中三)

☐ 協作／支援教學
(年級：)

☐ 跨學科中文學習
(年級：)

☒ 採用校本中國語文課程及／或經調適的學與教材料
(年級：中一至中六)

☐ 其他(請說明)：

其他學習中文的支援：

☒ 中文學習小組
(年級：中四)

☒ 暑期銜接課程
(年級：中一)

☒ 中文銜接課程
(年級：新到港適應學習小組)

☐ 伴讀計劃
(年級：)

☐ 朋輩合作學習
(年級：)

☐ 導讀學習
(年級：)

☐ 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）：

- 籌辦開放日、資訊日等活動，讓學生和社區人士互相了解，同時提供機會讓非華裔學生接使用中文。舉辦中文週、伊斯蘭週、公民教育週等，提高師生對文化共融的關注度，同時提供機會讓不同族裔學生向全校師生介紹自己國家的文化特色。

☒ 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制服團隊（例如少年警訊、童軍等），以及參加社區服務（如賣旗、清潔海灘等），讓學生接觸華語同儕。
- 安排非華語學生參加校外參觀活動，讓他們多與外界交流。
- 安排非華語學生參加不同類型的校外／聯校比賽，擴闊學生視野。

☐ 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25709066與盧秀珠老師聯絡。