

## 本校為非華語學生的中文科校本支援摘要：

1. 本校將於2023/24學年適時評估所有錄取的非華語學生（特別是第(5)(a)(ii)至(iv)項所述的非華語學生）的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：本校已採用校本評估方法，評估非華語學生的中文學習表現
2. 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，預計可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。
3. 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。
4. 本校於2023/24學年的校本支援措施 聘請額外員工負責非華語學生的抽離學習，分組學習及朋輩學習。
5. 本校計劃籌辦關愛校園及中華文化活動讓非華語學生參加。
6. 加強與非華語學生家長的溝通和家校合作 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學好中文的重要性
7. 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
8. 加強支援非華語學生的中文學與教（可選多於一項）
9. 評估方面，透過自我評鑑 / 同儕觀課等，評估教學人員教授非華語學生中文專業能力，以及透過校本評估結果，評估非華語學生的中文學習進度
10. 透過非華語學生在中文課堂 / 課外活動的表現，評估推廣共融校園的成效

### Summary of School-based Support for Non-Chinese Speaking Students in Chinese Language:

1. The school will assess the Chinese language learning needs of all admitted non-Chinese speaking students, especially those mentioned in items (5)(a)(ii) to (iv), in the 2023/24 academic year. This assessment will help establish appropriate learning objectives and formulate support plans. The school has adopted a school-based assessment method to evaluate the Chinese language learning performance of non-Chinese speaking students.
2. Non-Chinese speaking students at our school learn Chinese together with their Chinese-speaking peers and benefit from an immersive Chinese language environment. They are expected to cope with mainstream Chinese classes, so the school only needs to set the same learning objectives and teaching strategies as Chinese-speaking students to help them learn Chinese systematically.
3. The school has developed a school-based Chinese language curriculum to assist non-Chinese speaking students in a progressive learning of Chinese based on their needs.
4. School-based support measures for the 2023/24 academic year include hiring additional staff to facilitate withdrawal learning, group learning, and peer learning for non-Chinese speaking students.

5. The school plans to organize caring campus and Chinese cultural activities for non-Chinese speaking students to participate in.
6. Strengthen communication and cooperation with non-Chinese speaking students' parents: Regular discussions with non-Chinese speaking students' parents about their children's learning progress (including Chinese language learning) and explaining and emphasizing the importance of learning Chinese as needed.
7. Provide information to non-Chinese speaking students' parents regarding school selection, further education, and employment opportunities for their children.
8. Enhance support for non-Chinese speaking students' Chinese language learning and teaching (optional, multiple options available).
9. In terms of assessment, evaluate the teaching staff's professional competence in teaching Chinese to non-Chinese speaking students through self-evaluation, peer observation, etc., and assess the Chinese language learning progress of non-Chinese speaking students based on school-based assessment results.
10. Evaluate the effectiveness of promoting an inclusive campus through non-Chinese speaking students' performance in Chinese classes and extracurricular activities.