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

Name of School: HKTA The Yuen Yuen Institute No.1 Secondary 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 2024/25 school year (one or more options can be selected)#:

□ Appointing 2 additional teacher(s) and 0 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:

□ Pull-out learning
(Level(s): _____)

□ Split-class/group learning
(Level(s): _____)

□ Increasing Chinese Language support lesson time
(Level(s): _____)

☑ Co-teaching/In-class
(Level(s): S1-S5)

□ 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) course(s) (Level(s): S1-S5)

□ Summer bridging
(Level(s): _____)

☑ Chinese bridging course(s)
(Level(s): S1-S5)

□ Paired-reading scheme(s)
(Level(s): _____)

□ Peer cooperative learning
(Level(s): _____)

□ Guided reading
(Level(s): _____)

□ 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):

1. Chinese Culture Week

- Game stalls, lion dancing, trying on Chinese clothes, visiting the flower market
- Enrich their knowledge of Chinese culture and let them understand Chinese culture

2. Street inspection activities

- Visit communities to increase their understanding of different communities in Hong Kong
- Let non-Chinese speaking students understand Chinese culture and enrich their Chinese culture

☑ 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):

Scouts, Civil Security Corps, Flag Raising Corps

□ 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 TSE FONG YING at 24271641.

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： **香港道教聯合會圓玄學院第一中學**

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 0 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：＿＿＿＿＿＿）

☐ 增加中文課節
（年級：＿＿＿＿＿＿）

☑ 協作／支援教學
（年級： 中一至中五 ）

☐ 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：＿＿＿＿＿＿）

☐ 其他（請說明）：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

其他支援：

☑ 中文學習小組
（年級： 中一至中五 ）

☐ 暑期銜接課程
（年級：＿＿＿＿＿＿）

☑ 中文銜接課程
（年級： 中一至中五 ）

☐ 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）：

1. 中華文化周

- 攤位遊戲、舞獅、華服試穿、逛花市。
- 豐富他們的中國文化知識，讓他們了解中華文化。

2. 街道考察活動

- 到社區考察，增加他們對香港不同社區的認識。
- 讓非華語學生認識中國文化，豐富他們的中國文化。

3. 「端午情懷『糭』是詩」活動

- 學習包糭，認識中國節日。

☑ 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）：

童軍、民安隊、升旗隊

☐ 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 24271641 與 謝芳盈老師 聯絡。