

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)

School Support Summary

for the 2021/22 School Year

Name of School: CCC Wanchai Church Kei To Primary School

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 2021/22 school year (one or more options can be selected)#:

- ☒ Appointing 1 additional teacher(s) and 1 teaching assistant(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>5-6</u>) | ☒ Split-class/group learning
(Level(s): <u>1、2、5、6</u>) |
| ☐ Increasing Chinese Language lesson time
(Level(s): _____) | ☒ Co-teaching/In-class support
(Level(s): <u>1、2、5、6</u>) |
| ☐ Learning Chinese across the curriculum
(Level(s): _____) | ☒ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>1、5、6</u>) |
| ☐ Others (please specify): _____ | |

After-school/after-class support:

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|---|---|
| ☒ Chinese learning group(s)
(Level(s): <u>1、2、5、6</u>) | ☐ Summer bridging course(s)
(Level(s): _____) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☒ Paired-reading scheme(s)
(Level(s): <u>1、2、5、6</u>) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided story reading
(Level(s): _____) |
| ☒ Others (please specify): <u>Individual Support from Teaching Assistant</u>
(Level(s): <u>1、2、5、6</u>) | |

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- ☒ Translating major school circulars/important matters on school webpage
- ☐ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

- ☒ 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):

Non-Chinese speaking students and local students are arranged to participate in all the school learning activities together. The arrangement is also the same for them when they join the extra-curricular activities and other school activities. It aims at enhancing interaction and integration between the NCS students and local students

- ☐ 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)#:

- ☐ Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
- ☒ Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
- ☒ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- ☒ Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

- ☐ 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 Mr. Lee Kwok Kei at 27804455.