

Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the 2021/22 School Year

Name of School: Po Leung Kuk Lam Man Chan English Primary School

Our school was provided with additional funding by the Education Bureau in the 2021/22 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:

- (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 #:

- ☒ Appointing 2 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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>1-6</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <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>1-6</u>) |
| <input type="checkbox"/> Others (please specify): _____ | |

After-school/after-class support:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>2-5</u>) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |

(2) Our school's measures for creating an inclusive learning environment included #:

- ☒ Translating major school circulars/important matters on school webpage
- ☒ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions:
1. The School invited the social workers from Hong Kong Christian Service to hold a Cultural Sensitivity workshop for all the teachers on 18th November, 2021.
- ☒ Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school:
There are 15 NCS students participated in Brownies and Cub Scouts in this academic year.
- ☐ Other measure(s):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included #:

- ☒ 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):

[#: 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. Cassie SHEN at 2755 7799 or Ms. Samantha CHEN at 2712 1270.