

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year

Name of School: _____ CCC Kei Shun Special School _____

Our school was provided with additional funding by the Education Bureau in the 2022/23 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 2022/23 school year (one or more options can be selected)#:

- Appointing 1 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:

- | | |
|--|--|
| <input type="checkbox"/> Pull-out learning
(Level(s): _____) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.1, S.1-3</u>) |
| <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>P.1, S.1-3</u>) |

Others (please specify): _____

Other support:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>P.1, S.2</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 checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>S.2</u>) | <input type="checkbox"/> 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)#:

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

To enhance the sensitivity of various cultures and stakeholders in our community, our school has held a Inclusivity Day in the 2022-2023 school year. Through activities, such as booth games, e-book and online interactive games, they can learn the facilities that promote inclusivity for people with disabilities as well as various cultural backgrounds in the community. This is to help participants understanding more about different stakeholders in the community.

- 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):

We provide in-school uniform groups training for all students, which Chinese (Cantonese and written Chinese) is the major medium of communication in class. Some performances are scheduled to demonstrate the inclusivity and training.

- 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, 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):

A portable smart translator is distributed to the family who are unable to read Chinese and English. With the help of the tool, they can be more effective in understanding the school documents as well as learning Chinese with their child at home.

Teacher would translate important documents in English for parents, such as dates of school activities and points-to-note for them.

- [#: 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 Miss Wong Yuet Lai at 23417422.