

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

School Support Summary for the 2024/25 School Year

Name of School: S.K.H. Kei Tak Primary School

Our school received additional funding from the Education Bureau in the 2024/25 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate related 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 Chinese of NCS student(s) in the 2024/25 school year (one or more options can be selected)#:

- ☒ Appointing 0 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:

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| ☐ Pull-out learning
(Level(s): _____) | ☐ Split-class/group learning
(Level(s): _____) |
| ☐ Increasing Chinese Language lesson time
(Level(s): _____) | ☐ Co-teaching/In-class support
(Level(s): _____) |
| ☐ 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): In-Class Support in Chinese Lesson by Teaching Assistant
(Level: 5)

After-school/after-class support:

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| ☒ Chinese learning group(s)
(Level: <u>5</u>) | ☐ Summer bridging course(s)
(Level(s): _____) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☐ Paired-reading scheme(s)
(Level(s): _____) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided story reading
(Level(s): _____) |
- ☒ Others (please specify): After-School Homework Guidance Class (Level: 5)

- (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):
Chinese Cultural Day
 - ☐ 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):

 - ☐ 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 emphasizing 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):
Appointing assistant(s) who can speak English and/or other language(s), facilitating communication with parents of NCS students.
- [#: 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 Tsang Chun at Tel. 23203077.