

Education Support Provided for Non-Chinese Speaking (NCS) Students School Support Summary for the 2020/21 School Year

Name of School: Hong Kong Red Cross John F. Kennedy Centre

Our school was provided with additional funding by the Education Bureau in the 2020/21 school year. With reference to school-based circumstances, we provided support for our NCS students 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 students, our school adopted the following modes to enhance the support for learning of Chinese of NCS students in the 2020/21 school year:

- Appointing 1 additional teacher and 1 teaching assistant to support the learning of Chinese of NCS students

In-class support provided in Chinese Language lessons:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>P.3,P4,P.6,</u>
<u>S3,S4</u>) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>S1</u>) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.3,P4,P.6,</u>
<u>S1, S3,S4</u>) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>P.4</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>P.3, P.6,S4</u>) |
| <input checked="" type="checkbox"/> Others (please specify): <u>Paired Reading Scheme, Chinese Day, Reading Day</u> | |

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <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 (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):

Scout

- Other measure(s) (please specify):

(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 students 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 students 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 Lai Wai Sau) at (Tel. 28170131).