

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

School Support Summary

for the 2022/23 School Year

Name of School: _____ IU SHAN 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 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:

- | | |
|---|---|
| <p><input checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>P.3</u>)</p> <p><input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____)</p> <p><input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____)</p> | <p><input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>P.2,3,5,6</u>)</p> <p><input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.3</u>)</p> <p><input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____)</p> |
| <p><input type="checkbox"/> Others (please specify): _____</p> | |

Other support:

- | | |
|---|--|
| <p><input type="checkbox"/> Chinese learning group(s)
(Level(s): _____)</p> <p><input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____)</p> <p><input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>P.2,3,5,6</u>)</p> | <p><input type="checkbox"/> Summer bridging course(s)
(Level(s): _____)</p> <p><input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>P.2</u>)</p> <p><input type="checkbox"/> Guided reading
(Level(s): _____)</p> |
| <p><input type="checkbox"/> Others (please specify): _____</p> | |

(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):

_____ Chinese traditional snack making experience activities _____

☒ 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):

_____ Secondary school life experience activities _____

☐ 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):

[#: 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 Lee at 2336 1787.