

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

Name of School: Fuk Wing Street Government Primary School

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 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 2020/21 school year (one or more options can be selected)#:

- Appointing 1 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>Two, Three, Four</u>) | <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>One</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>Two, Three, Four</u>) |
| <input checked="" type="checkbox"/> Others (please specify): | |

Teaching approaches of (i) tailor-made graded learning worksheets and (ii) grouping of students with heterogeneous learning abilities are adopted in order to help P.5 and P.6 NCS students learning Chinese in the classroom where local students are present.

After-school/after-class support:

- | | |
|---|---|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): <u>One & Two</u>) |
| <input checked="" type="checkbox"/> Chinese bridging course(s)
(Level(s): <u>One & Two</u>) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |

- Peer cooperative learning (Level(s): _____) Guided story reading (Level(s): _____)

Others (please specify):

1) After-school tutorials provided by an appointed Non-Government Organization (NGO) in the aim of assisting NCS students to solve problems about Chinese learning were launched three days a week between October 2020 and July 2021.

2) A Chinese enhancement course was conducted to help P.5 and P.6 NCS students to strengthen their Chinese language on Saturdays.

3) A weekly NCS tutor service which is to support less-able NCS students and help with instant interpretation / translation service on School Parents' Day was provided in order to facilitate better cooperation and communication between parents and school.

(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):

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):

A Dodgebee Workshop was launched to develop both local and NCS students' physique and develop their team spirit in order to build up a strong inclusion in school.

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

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 appointed Chinese teacher had meetings with parents of particular NCS students in order to let parents understand students' learning problems and provide constructive advice for improvement.

[#: 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 (Learning Support Master Mr. CHAN Ka-wing) at (Tel. No.2728-7627) during school office hours.