

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

Name of School: **FUK WING STREET GOVERNMENT PRIMARY 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 1.5 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>3, 4</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>5, 6</u>) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>1, 2</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>3, 4</u>) |

Others (please specify):

1. Primary One : Our school participated in the school-based support programme “Growth Made Easy: Effective Learning and Teaching of Chinese and Smooth Transition for Multicultural Students” (by EDB) to help Non-Chinese Speaking (NCS) students who have just entered our school to adapt to Chinese learning at Primary 1 at school.

2. Primary 5 & 6 : Teachers assisted NCS students to learn Chinese by (i) providing them with “Graded Worksheets” and (ii) carrying out activities in which local Chinese students and NCS students with heterogeneous ability are grouped together in order to help NCS students learn Chinese and enhance their Chinese proficiency.

After-school/after-class support:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u> P.1-6 </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 type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |

Others (please specify):

1. Arranging after-school classes (4 times a week) with non-governmental organizations (NGO) in school days to assist NCS students at all levels to solve problems in Chinese learning.
2. Launching Chinese-learning classes on Saturdays to consolidate NCS students' foundation knowledge of Chinese at all levels.
3. Cooperating with NGOs to employ a NCS assistant to provide interpretation / translation services on “School Parents’ Day” and “Primary One Orientation” in order to promote home-school cooperation and communications.

(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):

Arranging NCS students and local Chinese students to participate in activities on environmental protection in order to provide them with more opportunities of using Chinese for communication and raising their awareness in environmental protection.

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 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 Mr. CHAN Ka wing at 27287627.