Education Support Provided for Non-Chinese Speaking (NCS) Student(s) School Support Summary for the 2022/2023 School Year

Name of School: St. Paul's Convent School (Secondary Section)

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 <u>1</u> additional teacher(s) and <u>/</u> 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:

\checkmark	Pull-out learning		Split-class/group learning	
	(Level(s): <u>F.1-6</u>)		(Level(s):)	
	Increasing Chinese Language lesson time		Co-teaching/In-class support (Level(s):)	
	(Level(s):)		· · · · · · · · · · · · · · · · · · ·	
	Learning Chinese across the curriculum	\checkmark	Adopting a school-based Chinese Language curriculum	
	(Level(s):)		and/or adapted learning and teaching materials	
			(Level(s): <u>F.1-4</u>)	
	Others (please specify):			
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Aller-	school/after-class support:			
	School/after-class support: Chinese learning group(s)		Summer bridging course(s)	
			Summer bridging course(s) (Level(s):)	
	Chinese learning group(s)			
	Chinese learning group(s) (Level(s):)		(Level(s):)	
	Chinese learning group(s) (Level(s):) Chinese bridging course(s)		(Level(s):) Paired-reading scheme(s)	
	Chinese learning group(s) (Level(s):) Chinese bridging course(s) (Level(s):)		(Level(s):) Paired-reading scheme(s) (Level(s):)	

 ✓ Others (please specify): <u>Big Sister Scheme, Chinese language activities &</u> competitions, Chinese e-Learning platform, School-based Chinese

eBooks & e-Learning materials.

- (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):

<u>Calligraphy Competition, Game Day, Cultural Diversity Day, Racially Friendly</u> <u>Campus Recognition Scheme, etc.</u>

✓ Providing opportunities for NCS students to learn and interact with their Chinesespeaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

Big Sister Scheme, Girl Guides, Rangers, Community Youth Club, etc.

- 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):
 <u>Parent Teacher Association</u>
 - [#: 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. C. Tsui) at (Tel. No. 25761692).