

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2023/24 School Year

Name of School: Society of Boys' Centres Chak Yan Centre School

Our school was provided with additional funding by the Education Bureau in the 2023/24 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 2 additional teacher(s) and _____ 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>S2-S5</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>P5</u>) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <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>S2-S5</u>) |
| <input checked="" type="checkbox"/> Others (please specify): <u>After -school support (S2-S5)</u> | |

After-school/after-class support:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>P2, S2- S5</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): _____) |
| <input type="checkbox"/> Others (please specify): _____ | |

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

We organize various activities that are related to Chinese culture to help Non-Chinese students interact more with local students culturally. Activities include: Mid-autumn Festival celebration, Chinese Cultural Day, Chinese calligraphy appreciation, seal carving class, and Hong Kong Heritage: Festival Celebrations.

- 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):

In this academic year, we provide opportunities for NCS students to join uniform groups like Boy Scout and Junior Police Call, as well as to participate in volunteer service of wall painting in Cornwall School. Through these activities, Non-Chinese students can communicate with local students and learn together.

- 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)#:

- Providing parents of NCS student(s) with translation of school policy/ circulars/ websites, etc.
- 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
- Other measure(s) (please specify):

Teachers of Non- Chinese students report their study progress to their parents on a regular basis.

[#: 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. Sin King Yeung** (Name of Contact Person) at **27797701** (Tel. No.)