

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2021/22 School Year

Name of School: St. Paul's School (Lam Tin)

Our school was provided with additional funding by the Education Bureau in the 2021/22 school year. With reference to school-based circumstances, we provided support for our NCS students and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows:

(1) With reference to the learning progress and needs of NCS students, our school adopted the following mode to enhance the support for learning of Chinese of NCS students in the 2021/22 school year #:

- ✓ Appointing 1 additional teachers and 1 teaching assistant to support the learning of Chinese of NCS students.

In-class support provided in Chinese Language lessons:

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| ✓ Pull-out learning
(Levels: <u>S1-S6</u>) | ✓ Co-teaching/In-class support
(Levels: <u>S1</u>) |
| ✓ Increasing Chinese Language lesson time
(Levels: <u>S1-S5</u>) | ✓ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Levels: <u>S1-S5</u>) |
| ✓ Learning Chinese across the curriculum
(Levels: <u>S1-S2</u>) | |

After-school/after-class support:

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| ✓ Chinese learning groups
(Levels: <u>S1-S3</u>) | ✓ Summer bridging courses
(Levels: <u>S1-S3</u>) |
| ✓ Paired-reading schemes
(Levels: <u>S1-S3</u>) | |

(2) Our school's measures for creating an inclusive learning environment included #:

- ✓ Translating major school circulars/important matters on school webpage
- ✓ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions:

Our school organised for NCS students different cultural activities, such as tie-dyeing and cooking. Group activities with Chinese-speaking students were also

arranged. By participating in these activities, NCS students were able to understand the value of diversity and inclusion; they also learned how to accommodate cultural diversity as well as appreciate and respect different cultures.

- ✓ 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):

NCS students of the senior levels were encouraged to join our school's student leader groups, such as the prefects, in recent years. This provided opportunities for NCS students to collaborate with Chinese-speaking peers by learning together and exchanging ideas. Such arrangement contributed to establishing an inclusive atmosphere, in which everyone could play to their strengths.

(3) Our school's measures for promoting home-school cooperation with parents of NCS students included#:

- ✓ Discussing the learning progress (including learning of Chinese) of NCS students with their parents on a regular basis
- ✓ Providing parents of NCS students with information on school choices/further studies/career pursuits for their children

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS students 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 students, please contact Ms WY Yu at 2347 2991 .