

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

Name of School: Yu Chun Keung Memorial College No.2

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 type="checkbox"/> Pull-out learning
(Level(s): _____) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>Form 1 to Form 5</u>) |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): <u>Form 1 to Form 4</u>) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input checked="" type="checkbox"/> Learning Chinese across the curriculum
(Level(s): <u>Form 3</u>) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>Form 1 to Form 6</u>) |
| <input checked="" type="checkbox"/> Others (please specify): <u>level study group (form 1 to form 5)</u> | |

After-school/after-class support:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>Form 1 to Form 3</u>) | <input checked="" type="checkbox"/> Summer bridging course(s)
(Level(s): <u>Form 1</u>) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input checked="" type="checkbox"/> Peer cooperative learning
(Level(s): <u>Form 1 to Form 3</u>) | <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)#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):
 - (i) This year, non-Chinese speaking (NCS) students constitutes about 50 % of student population in our school. To increase interaction and understanding between Chinese-speaking students and NCS students, the school will organize form 1 inclusive camp. In the camp, there are a variety of activities to build up the inclusive campus atmosphere.
 - (ii) Organize cross-level Chinese cultural activities, such as the lantern carnivals in the Mid-Autumn Festival and the Chinese New Year, and the Chinese culture carnivals. NCS students are encouraged to participate in these activities to facilitate cultural exchange.
 - (iii) Whole-school teacher-student mentorship programme. Chinese students and NCS students form study groups of 4 to 5. Under the lead of teachers, students regularly undergo exchange activities, reading club, sharing session and movie watching etc at school or outside school. This can increase NCS students' sense of belong to the school.
 - (iv) Organize multi-cultural activities so as to let teachers, students and parents experience and understand different cultures. These activities include online International Peace Day celebration activities. NCS students and their parents from other schools are welcome to join these events.
- 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):
 - (i) Set up partnership with Catholic Mission School and set a study circle.
 - (ii) Arrange NCS students to join uniform groups, e.g. Boy Scout, Christ Followers and Hong Kong Road Safety Patrol
- 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 (The vice-principal Miss Lo Yim-mei) at (Tel. No.25518285).