

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

Name of School: PAOC Ka Chi Secondary School

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 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:

- | | |
|---|--|
| <ul style="list-style-type: none"> ✓ Pull-out learning
(Level(s): <u>S1-S6</u>) <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) <input type="checkbox"/> Others (please specify): _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Split-class/group learning
(Level(s): _____) <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |
|---|--|

After-school/after-class support:

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Chinese learning group(s)
(Level(s): <u>S4,S5</u>) <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) <input type="checkbox"/> Others (please specify): _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) <input type="checkbox"/> Guided story reading
(Level(s): _____) |
|---|---|

- (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):
Chinese Language Assembly, Chinese Language Morning Assembly, Campus TV, Student Ambassadors, South Asian Culture Day, etc.
 - ✓ 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):
Class engagement activities, Inter-house activities, various ball team training, Multiple Intelligence Elective Courses, etc.
- (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

[#: 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. Lam Sui On at (Tel.24413818.).