

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2022/23 School Year

Name of School: Po Leung Kuk Tong Nai Kan Junior Secondary College

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 3 additional teacher(s) and 0.5 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:

- | | |
|---|--|
| ☒ Pull-out learning
(Level(s): <u>Form 1 to Form 3</u>) | ☐ Split-class/group learning
(Level(s): _____) |
| ☒ Increasing Chinese Language lesson time
(Level(s): <u>Form 1 to Form 3</u>) | ☐ Co-teaching/In-class support
(Level(s): _____) |
| ☐ Learning Chinese across the curriculum
(Level(s): _____) | ☒ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>Form 1 to Form 3</u>) |

- ☐ Others (please specify): _____

Other support:

- | | |
|---|--|
| ☒ Chinese learning group(s)
(Level(s): _____) | ☐ Summer bridging course(s)
(Level(s): _____) |
| ☐ Chinese bridging course(s)
(Level(s): _____) | ☐ Paired-reading scheme(s)
(Level(s): _____) |
| ☐ Peer cooperative learning
(Level(s): _____) | ☐ Guided reading
(Level(s): _____) |
| ☒ Others (please specify): <u>Cross-curricular tutorial lessons on Chinese, after-class reading support</u> | |

(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):

Organizing traditional Chinese costume activity (*Ma mian qun*) to introduce traditional Chinese costumes and festivals to NCS students, encouraging NCS students to try the traditional costumes and fostering exchange among different cultures; Organizing talks on cultural inclusion to introduce the lifestyles and traditional activities of different ethnic groups to all students; Organizing a "Cultural Journey Carnival" to let students experience and understand more about different South Asian 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) (please specify):

NCS students are arranged to participate in social services (Elderly services)

- ☒ Other measure(s) (please specify):

Organizing Orientation Day for new Form 1 students, School Introduction and Orientation session for Form 1 parents and Parents' nights for Form 2 and 3 parents; Incorporating inclusion elements, e.g. respecting students from different backgrounds and developing empathy, in assemblies and Moral, Civil and National Education sessions

(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, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate
- ☒ Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- ☐ 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 Mr. Yeung Wing Shing (Associate Principal) at 21945707.

(5) 本校建構共融校園的措施包括（可選多於一項）#：

- ☒ 翻譯主要學校通告／學校網頁的重要事項
- ☒ 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

舉辦中國傳統服飾(馬面裙)：向非華語學生介紹中國傳統服飾及節日，於中國傳統服飾日鼓勵非華語學生穿上傳統民族服飾，與本地學生分享民族傳統文化；舉辦種族和諧教育講座：向全校同學介紹非華語學生民族日常生活習慣及活動；舉辦「南亞共融文化祭」活動，透過活動，讓本地及非華語同學，都能體驗不同族裔的同學的活動情況。

- ☒ 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：

安排非華語學生參與社區服務(長者服務)

- ☒ 其他措施（請說明）：

舉辦中一新生輔導日、中一入學簡介會及中二三家長晚會；在周會及德育、公民及國民教育節中加入共融元素，例如尊重不同背景的同學、建立同理心等。

(6) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- ☐ 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- ☒ 定期與非華語學生的家長討論其子女的學習進度（包括中文學習），並按需要解釋及強調子女學好中文的重要性
- ☒ 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- ☒ 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 21945707 與楊永成協理校長聯絡。