

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

Name of School: The CCC Mongkok Church Kai Oi 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 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<br>(Level(s): _____ )  | <input checked="" type="checkbox"/> Split-class/group learning<br>(Level(s): <u>P1-P3</u> )   |
| <input checked="" type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): <u>P1- S6</u> ) | <input checked="" type="checkbox"/> Co-teaching/In-class support<br>(Level(s): <u>P1-S6</u> )   |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )                     | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): <u>P1-S6</u> ) |
| <input type="checkbox"/> Others (please specify): _____   |   |

Other support:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)<br>(Level(s): <u>P1-S6</u> ) | <input checked="" type="checkbox"/> Summer bridging course(s)<br>(Level(s): <u>Pre P1-P6</u> ) |
| <input type="checkbox"/> Chinese bridging course(s)<br>(Level(s): _____ )                  | <input checked="" type="checkbox"/> Paired-reading scheme(s)<br>(Level(s): <u>P1-S6</u> )      |
| <input type="checkbox"/> Peer cooperative learning<br>(Level(s): _____ )                   | <input type="checkbox"/> Guided reading<br>(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):  
We have arranged for our school teachers to participate in seminars pertaining to the realization of school inclusion - "Strengthening Chinese Learning and Teaching Support for Non-Chinese Speaking Students and Constructing an Inclusive Campus", hosted by the Education Bureau. The content includes enhancing the support for the Chinese language learning and teaching methods for non-Chinese speaking students, as well as how to establish a campus environment that is inclusive of students from various language backgrounds.
  - 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 order to allow non-Chinese speaking students to better integrate into local student groups and the community, we encourage them to participate in various extracurricular activities, such as Dance Class, Football Training Team, Roller Hockey Team and The Boys' Brigade (primary school group). In addition, we arrange for non-Chinese speaking students to participate in the Dance Class, "120 Creative Musical" and the unicycle team, and perform in community activities. This not only enhances their confidence, but also gives them the opportunity to establish deeper connections with local students and the community.
  - 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, 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):  
 Arrange talks for NCS parents which allow parents to communicate with schools and understand students' needs.
- [#: 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 Ms. Cheng Po Yee at 2393-0119.