

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

Name of School: The Education University of Hong Kong Jockey Club Primary School

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 1 additional teacher(s) and 2 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 checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>P.6</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input checked="" type="checkbox"/> Co-teaching/In-class support
(Level(s): <u>P.1, P.2, P.3, P.6</u>) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>P.1, P.2</u>) |

- Others (please specify): In the 2022/23 school year, there were 16 NCS students from across five grades in our school. Due to great learning differences, it is more appropriate for them to study with their peers in the same class.

Other support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input checked="" type="checkbox"/> Paired-reading scheme(s)
(Level(s): <u>P.1 to P.6</u>) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(Level(s): _____) |

- Others (please specify): 1. We provide after-school Chinese language learning support for non-Chinese-speaking students in grades one to two and five to six. 2."Learning Chinese for Non-Chinese Speaking Students -- Based on the Animated Chinese History for Curious Minds series" from The Education University of Hong Kong -- student training in groups.

(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):

On the School's 20th Anniversary Open Day, there were booth activities such as Chinese calligraphy in the Chinese and Western cultural bazaar, and Learning Chinese through STEAM animation. We also showcased the Learning Outcome of the cross-curricular week with the theme of Chinese Culture. The 20th School Anniversary English Musical, The Super Academy was also put on stage.

- 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):

Our school arranged NCS students to take up roles as members of JCPS Volunteer Teams, the Junior Police Call and Community Youth Club, prefects, English Ambassadors, Healthy Campus Ambassadors, Classroom Discipline Ambassadors, and Environmental Navigators, to enhance students' leadership.

In addition, NCS students also participated in different sports, arts and science activities to realise their potential. For example, the school swimming team, school football team, athletics team, basketball team, Go Fun Junior Golf Development Programme, the English musical, art exploration, Kudo games, STEAM and Minecraft, etc.

- Other measure(s) (please specify):

Our school actively encourages NCS students to demonstrate their talents and enhance their self-confidence by participating in internal and external competitions, such as the Hong Kong Schools Speech Festival, calligraphy, writing, sports and arts.

(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 Ms. Sun Mengqi at 2948 1122.