Education Support Provided for Non-Chinese Speaking (NCS) Student(s)School Support Summary for the 2025/26 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 2025/26 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 2025/26 school year (one or more options can be selected)#:

☑ Appointing 1 additional teacher(s) and 2.5 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): _____)

☐ Split-class/group learning
(Level(s): _____)

☑ Increasing Chinese Language lesson time
(Level(s): P.5)

☑ Co-teaching/In-class support
(Level(s): P.1,P.3,P.4,P.5,P.6)

☑ Learning Chinese across the curriculum
(Level(s): P.1,P.2,P.3,P.4,P.5,P.6)

☑ Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): P.1,P.2,P.3)

☑ Others (please specify): Our school has a relatively small non-Chinese speaking (NCS) student population (12 students in total) distributed across multiple grade levels, resulting in significant learning diversity. Therefore, our primary instructional strategy centers on peer-based learning within regular classes, enabling us to provide tailored support in an inclusive environment.

Other support for Chinese learning:

☑ Chinese learning group(s)
(Level(s): P.4)

☐ Summer bridging course(s)
(Level(s): _____)

☐ Chinese bridging course(s)
(Level(s): _____)

☑ Paired-reading scheme(s)
(Level(s): P.1,P.2,P.3,P.4,P.5,P.6)

☐ Peer cooperative learning
(Level(s): _____)

☐ Guided reading
(Level(s): _____)

☐ Others (please specify):

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

☑ Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

The school fosters an inclusive campus through systematic thematic activities, which mainly include hosting local history and cultural field trips, museum visits, multicultural showcase exhibitions, and celebrations of traditional festivals from diverse 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):

The school actively creates inclusive learning opportunities both inside and outside the classroom, fostering mutual growth among non-Chinese speaking (NCS) students and their Chinese-speaking peers. In terms of community service, we arrange for students to jointly participate in hands-on activities such as the 'Senior Citizen Caring Service.' For team collaboration, we encourage them to join uniformed groups like the Junior Police Call (JPC) and the Community Youth Club (CYC), as well as to co-serve in school leadership roles, including English Ambassadors and Healthy School Ambassadors. Furthermore, by participating together in various school teams and sports/arts activities, both student groups can deepen interaction and build lasting friendships across diverse contexts.

☑ Other measure(s) (please specify):

The school actively encourages non-Chinese speaking (NCS) students to showcase their talents and boost their self-confidence by participating in various internal and external competitions, including speech, calligraphy, writing, sports, and the 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)#:

☐ Interpreting/Translating for parents information about school policies/school circulars/ school webpage, etc.

☑ 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 29481122 (Name of Contact Person) at Sun Mengqi (Tel. No.).