

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2024/25 School Year

Name of School: TWGHs Ko Ho Ning Memorial Primary School

Our school was provided with additional funding by the Education Bureau in the 2024/25 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 2024/25 school year (one or more options can be selected)#:

- Appointing 2 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 checked="" type="checkbox"/> Pull-out learning
(Level(s): <u>P.2, P.3 and P.5</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.4</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.2-P.5</u>) |
| <input type="checkbox"/> Others (please specify): | |

Other support for Chinese learning:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Chinese learning group(s)
(Level(s): <u>P.2-P.5</u>) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided reading
(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)#:

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

1. Explained relevant policies and measures to teachers and held regular meetings of the Non-Chinese Speaking (NCS) Teaching and Learning Group to review these measures.

2. Organized cultural integration activities for NCS students:

- The first activity was a visit to the Hong Kong Palace Museum to deepen students' understanding of Chinese culture.
- The second activity was a visit to Ocean Park, where students learned about Chinese culture through observing pandas.

- 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):

Students participated in a service-learning lesson themed around serving the community. They designed booth games that enabled local residents to better understand their community and encouraged them to pay attention to personal health through interactive activities.

- Other measure(s) (please specify):

During the Mid-Autumn Festival, the school organized an evening celebration and distributed gifts related to Chinese festivals, such as lanterns, to teach non-Chinese speaking students the significance of traditional Chinese cultural festivals. The school also held a Chinese Culture Day to help students learn about the cultural aspects and traditional customs of Chinese festivals.

- (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 HO KIT MAN (Name of Contact Person) at 27450511 (Tel. No.).