

Education Support Provided for Non-Chinese Speaking (NCS) Student(s)
School Support Summary
for the 2021/22 School Year

Name of School: Chiu Lut Sau Memorial Secondary School

Our school was provided with additional funding by the Education Bureau in the 2020/21 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 2020/21 school year (one or more options can be selected)#:

- Appointing 0 additional teacher(s) and 0.58 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>S6</u>) | <input type="checkbox"/> Split-class/group learning
(Level(s): _____) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): _____) |

Others (please specify): _____

After-school/after-class 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 type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |
- Others (please specify): Standard attend Applied learning (Applied Chinese Course)

(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):

Our school held the Old Fragrant City Book Fair and experience activity and the Jigucun Guocui Education. During the Old Fragrant City Book Fair and Experience Activity, students walked into the scene modelled on the appearance of Hong Kong in the 1960s and 1970s to experience the blacksmithing of old Hong Kong, such as plastic flower industry. Students can taste and learn about different herbal tea recipes in herbal tea shops and play nostalgic toys and games outside the store. They also dance with the famous actor and actress in 1960's to feel the old days Hong Kong style. In addition, the Reading Promotion Team has prepared different books about Hong Kong in the past for students. Through reading, students can gain a deeper understanding of the appearance of Hong Kong in the past, so as to achieve the goal of promoting cultural integration. To enhance students' awareness of culture and let them have a deeper understanding of the topic of "Bianjing City in the Northern Song Dynasty", our school arranged an activity for students to gather in ancient villages on campus with the theme of "Across the River during Qingming Festival" on the Outdoor Learning Day. Imitating the bustling and lively market of Bianjing City, various cultural booth activities are held to let students understand Chinese history and promote cultural integration.

- 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):

- 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
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language

- 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. CHAU Ching-yi at 24778237.