

**Education Support Provided for Non-Chinese Speaking (NCS) Student(s)**  
**School Support Summary**  
**for the 2020/21 School Year**

Name of School: Bishop Walsh Primary 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 \_\_\_\_\_ additional teacher(s) and \_\_\_\_\_ 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 type="checkbox"/> Split-class/group learning<br>(Level(s): _____ )   |
| <input type="checkbox"/> Increasing Chinese Language lesson time<br>(Level(s): _____ ) | <input type="checkbox"/> Co-teaching/In-class support<br>(Level(s): _____ )   |
| <input type="checkbox"/> Learning Chinese across the curriculum<br>(Level(s): _____ )  | <input type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials<br>(Level(s): _____ ) |

- Others (please specify): \_\_\_\_\_

After-school/after-class support:

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

- Others (please specify):  
Homework class , Summer Cultural Class and individual support.

(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):

Disneyland learning day allows non-Chinese speaking students to walk out of the classroom and study outdoors to get to know and understand Hong Kong from multiple angles. Students use the Chinese they learned in class to apply in their conversations and communications in groups when completing assigned tasks such as reading Chinese maps and playing games which focus on Chinese culture in different places in the park. Different families get to know each other and share their food culture. Find facilities and food with Chinese characteristics in the park, including Chinese architecture in a small world and Chinese food in the park.

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 (YIU KAM) at (Tel. No.23372058).

