

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

Name of School: Maryknoll Convent School (Secondary Section)

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 1.6 additional teachers and 0 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:

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Pull-out learning
(Levels: <u>F.1, F.4, F.5 & F.6</u>) ✓ Increasing Chinese Language lesson time
(Levels: <u>F.1, F.2, F.4 & F.5</u>) ✓ Learning Chinese across the curriculum
(Level: <u>F.1</u>) | <ul style="list-style-type: none"> ✓ Split-class/group learning
(Level: <u>F.2</u>) <input type="checkbox"/> Co-teaching/In-class support
(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:

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <ul style="list-style-type: none"> <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) <input type="checkbox"/> Guided story 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)#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

- 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 may engage in uniform groups, such as Girl Guide and Red Cross. They may also take part in community service activities organized by the school.

- 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 Abby Chiang at 23362378.

(二) 本校建構共融校園的措施包括（可選多於一項）#：

- 翻譯主要學校通告／學校網頁的重要事項
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動（請說明）：

- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流（例如安排非華語學生參與制服團隊或社區服務）（請說明）：
學生可參與制服團隊，例如：女童軍、紅十字會，也可參與學校舉辦的社區服務活動。
- 其他措施（請說明）：

(三) 本校向非華語學生家長推廣家校合作的措施包括（可選多於一項）#：

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度（包括中文學習）
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施（請說明）：

[#： 以上第（一）至第（三）部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 23362378 與蔣海茵老師聯絡。